

**Eastland Independent School District**  
**Siebert Elementary**  
**2022-2023 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.

## 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 60% 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 500 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. Students are also given the ISIP monthly to track their reading and math progress through a program called Istation. (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, ISIP, 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. Ongoing 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 3<sup>rd</sup> 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 computer lab offers 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. Students have access to laptops 3rd through 5th grade, and iPads Kinder through 2nd. The campus is one to one technology 1st-5th.

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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**

- 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 Sources:** Texas Academic Performance Report  
 STAAR data Students will improve STAAR writing scores by 2%.  
 Students will improve STAAR reading scores by 2%.











**Summative Evaluation:** Some progress made toward meeting Objective












Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Prekindergarten students' progress is monitored with the CIRCLE progress monitoring system.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress indicated by monitoring system Improved kindergarten readiness as evidenced by TPRI</p> <p><b>Staff Responsible for Monitoring:</b> Prekindergarten /Head Start teachers</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> TPRI Monitoring, K-2</p> <p><b>Strategy's Expected Result/Impact:</b> TPRI records</p> <p><b>Staff Responsible for Monitoring:</b> Kindergarten teachers 1st grade teachers 2nd grade ELAR teachers RtI teacher and paraprofessionals Counselor</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				













Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Primary Emergent Reading Inventory, 1</p> <p><b>Strategy's Expected Result/Impact:</b> RTI records; System Safeguards - Status Report</p> <p><b>Staff Responsible for Monitoring:</b> 1st Grade Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will use responsive writing to improve writing skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Student writing samples STAAR Writing results will improve</p> <p><b>Staff Responsible for Monitoring:</b> Kindergarten teachers 1st grade teachers 2nd grade teachers 3rd grade ELAR teachers 4th grade ELAR teachers Dyslexia Interventionist PIERS Interventionists</p> <p><b>Title I:</b> 2.4</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Community members and high school students will be invited to read with students in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher observation, System Safeguards Status Report</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Campus Admin</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				









Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Phonemic awareness/nursery rhymes are used to increase literacy skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily grades            TPRI results            Observation            System Safeguards Status Report</p> <p><b>Staff Responsible for Monitoring:</b> EE Teacher            PK teacher            Kindergarten teachers            1st grade teachers            Dyslexia Interventionist</p> <p><b>Title I:</b>            2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Students will identify elements of fiction, increase vocabulary, develop summarization and note taking skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily grades            TPRI results in grades K-2</p> <p><b>Staff Responsible for Monitoring:</b> K-5 classroom teachers</p> <p><b>Title I:</b>            2.4, 2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Use Saxon Phonics and ABC Bootcamp to increase literacy skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily grades/observation            TPRI results, System Safeguards Status Report</p> <p><b>Staff Responsible for Monitoring:</b> Kindergarten teachers</p> <p><b>Title I:</b>            2.4, 2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				


















Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Daily tutorials before, during, or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom grades/performance; System Safeguards Status Report</p> <p><b>Staff Responsible for Monitoring:</b> K-5 classroom teachers Resource teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Students in grades K-2 take end-of-year tests to determine readiness for the next year.</p> <p><b>Strategy's Expected Result/Impact:</b> Test results; System Safeguards Status Reports</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Kindergarten teachers 1st grade teachers 2nd grade teachers</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A	N/A		
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students at the Approaches, Meets, and Masters level of performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> 2-5 classroom teachers Resource teachers Dean of Instruction</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Students participate in 900 Minutes of Reading and Six Flags Reading Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading logs</p> <p><b>Staff Responsible for Monitoring:</b> PK-5 classroom teachers Campus Admin</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Students in the 5th grade utilize Achieve 3000 to support reading proficiency and comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom academic performance</p> <p>Computer program monitoring systems</p> <p>Increase percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Lab managers Technology Specialist Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Diagnostic reading programs such as STAR Reading and Early Literacy Test are used to help focus instruction and identify students in need of RtI.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom academic performance</p> <p>Computer program monitoring systems/reports; System Safeguards Status Reports</p> <p><b>Staff Responsible for Monitoring:</b> K-5 classroom teachers Lab managers Technology specialist Campus Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Students test comprehension using Accelerated Reader. An incentive program is used in each grade level to encourage success.</p> <p><b>Strategy's Expected Result/Impact:</b> AR points/scores Improved STAR reading results</p> <p><b>Staff Responsible for Monitoring:</b> 1-5 grade level teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Teachers utilize audio-visual equipment, interactive whiteboards, document cameras, and computers to enrich instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans Walk through observations</p> <p><b>Staff Responsible for Monitoring:</b> All teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Accelerated instruction is provided for all students who were not successful on previous years' STAAR reading tests.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR test results</p> <p><b>Staff Responsible for Monitoring:</b> 3-5 reading teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Students identified as dyslexic use S.P.I.R.E., DIP, and Fountas and Pinnell LLI to enhance reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily grades Reading grades; System Safeguards Status Reports</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia teacher; Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Students participate in PTO book fairs in the fall and spring, including a parent night held in the evening.</p> <p><b>Strategy's Expected Result/Impact:</b> Book fair records</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> Teachers participate in reading and writing professional development provided in-house and through Region XIV service center.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance records Student test scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal All staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 21 Details	Reviews			
<p><b>Strategy 21:</b> Fountas and Pinnell Leveled Literacy Intervention Program implemented to raise reading levels and provide strategies for reading.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Results Daily Grades TPRI Results Benchmark Results STAR Reading Results</p> <p><b>Staff Responsible for Monitoring:</b> K-5 Teachers Paraprofessionals Dyslexia Teacher Dean of Instruction</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A	N/A	

Strategy 22 Details	Reviews			
<p><b>Strategy 22:</b> Students, K-1, will be given a dyslexia screening toward the end of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Early identification and interventions with students identified as having dyslexic tendencies.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Interventionist Administrators</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A	N/A		
Strategy 23 Details	Reviews			
<p><b>Strategy 23:</b> All grade levels will utilize the TEKS Resource System scope and sequence for English language arts and reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student success Improved STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Administrators K-5 Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 5: Effective Instruction</li> <li>- <b>Results Driven Accountability</b></li> </ul>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** State Compensatory funding will be used to provide to students who have been identified as "At Risk" with specialized programs and supplemental instruction to encourage these students to meet their full educational potential.

**Evaluation Data Sources:** STAAR and Curriculum Based Assessment Data

Renaissance STAR data

TPRI data

progress monitoring from accelerated instruction









**Summative Evaluation:** Some progress made toward meeting Objective

**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 Sources:** Texas Academic Performance Report  
STAAR data Students will improve STAAR math scores by 2%.













**Summative Evaluation:** Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Math manipulatives will be used to enhance instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance in math STAAR results Daily grades</p> <p><b>Staff Responsible for Monitoring:</b> PK-5 math teachers PPCD teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HMH Go Math will be utilized to enhance math instruction. Kindergarten will also use Numbers Bootcamp.</p> <p><b>Strategy's Expected Result/Impact:</b> Math grades Daily grades STAAR math</p> <p><b>Staff Responsible for Monitoring:</b> K-5 math teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Daily tutorials before, during, or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutoring logs Daily grades</p> <p><b>Staff Responsible for Monitoring:</b> K-5 math teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Technology will be used to support math instruction. Programs include Prodigy, Star Math, Education City, and Think Though Math and Istation Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Math grades System Safeguards Status Reports</p> <p><b>Staff Responsible for Monitoring:</b> PK-5 math teachers Technology specialist Computer lab managers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers/staff will participate in professional development provided in-house and by Region XIV Education Service Center.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance records Student test scores System Safeguards Status Reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor All staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students reaching the Approaches, Meets, Masters levels of performance on STAAR will increase.</p> <p><b>Staff Responsible for Monitoring:</b> 2-5 Classroom teachers Campus Admin Dean of Instruction</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- - <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Accelerated instruction is provided for all students who were not successful on previous years' STAAR reading tests.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR math results</p> <p><b>Staff Responsible for Monitoring:</b> 3-5 math teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Daily Rigor, Fast Focus , and Countdown to STAAR are utilized to enhance math instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Daily grades STAAR math results</p> <p><b>Staff Responsible for Monitoring:</b> 3-5 math teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Excel math used as supplemental curriculum in first grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance in math.</p> <p><b>Staff Responsible for Monitoring:</b> 1st grade teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> All grade levels will utilize the TEKS Resource System scope and sequence for math.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student success Improved STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Administrators K-5 Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Istation Math will be utilized in grades 1-5 to ensure mastery and automaticity of math facts and track student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 2:** State Compensatory funding will be used to provide to students who have been identified as "At Risk" with specialized programs and supplemental instruction to encourage these students to meet their full educational potential.

**Evaluation Data Sources:** STAAR and Curriculum Based Assessment Data  
Renaissance STAAR data  
progress monitoring from accelerated instruction

**Summative Evaluation:** Some progress made toward meeting Objective

**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 Sources:** 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:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All grade levels will utilize TEKS Resource System for scope and sequence of science and social studies classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation on Lesson Plans Walkthrough Observations</p> <p><b>Staff Responsible for Monitoring:</b> Social studies teachers K-5 Science teachers K-5</p> <p><b>Title I:</b> 2.4, 2.6 -</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Field trip to Safety City in 3rd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Bus records Safety City records</p> <p><b>Staff Responsible for Monitoring:</b> 3rd grade teachers</p> <p><b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 4th Grade Field Trip to Frontier Texas.</p> <p><b>Strategy's Expected Result/Impact:</b> Social Studies grades</p> <p><b>Staff Responsible for Monitoring:</b> 4th grade teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A	N/A	N/A	
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Technology will be utilized to enhance learning in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans Walkthrough Observations</p> <p><b>Staff Responsible for Monitoring:</b> Social studies teachers, K-5 Science teachers, K-5</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Vertical team planning will occur throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting notes</p> <p><b>Staff Responsible for Monitoring:</b> Social studies teachers, K-5 Science teachers, K-5</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Food and nutrition concepts will be taught within the science/health curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Science teachers, K-5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Software programs such as BrainPop will be used to enhance social studies lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Social studies teachers, K-5</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 2nd Grade will participate in a walking tour of Eastland's historic sites.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn about the history of Eastland, increasing their sense of community and knowledge of the town in which they live.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators 2nd grade teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  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 Sources:** Texas Academic Performance Report  
 STAAR data  
 Students will improve STAAR science scores by 2%.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Health TEKS will be addressed in science classes and PE. <b>Strategy's Expected Result/Impact:</b> Lesson Plans Walkthrough Observations <b>Staff Responsible for Monitoring:</b> Science teachers, K-5 PE teacher	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Non-fiction science books will be used to enhance instruction. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Science teachers, K-5  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Specific science terms will be emphasized at each grade level. Teachers will utilize the list of terms provided by Lead4ward.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson Plans The percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Science teachers, K-5</p> <p><b>Title I:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Classroom experiments will be conducted to promote students mastery of science content.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans Observations</p> <p><b>Staff Responsible for Monitoring:</b> Science teachers, K-5 PPCD teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Science Curriculum Based Assessments will be given to drive instruction determine areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans Benchmark results STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Science teacher, grade 5 Special Education Teachers</p> <p><b>Title I:</b> 2.4, 2.6 -</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Software programs such as BrainPop, PBS Design Squad, and Study Jams will be used to enhance science lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Science teachers, K-5</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> SuperScience Scholastic Magazine will be used to enhance instruction and support grade level reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR will increase.</p> <p><b>Staff Responsible for Monitoring:</b> 5th Grade Science teachers Campus Admin</p> <p><b>Title I:</b> 2.4, 2.6 - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Kesler Science interactive notebooking will be used to guide and enhance Science Labs and the curriculum</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR will increase.</p> <p><b>Staff Responsible for Monitoring:</b> 5th Grade Science teachers Campus Admin</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				













Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Science Spin Scholastic Magazine will be utilized in grades 2nd-4th to enhance the science curriculum and support grade level reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Campus Admin</p> <p><b>Title I:</b> 2.4, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math</li> <li>- <b>Results Driven Accountability</b></li> </ul>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  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.













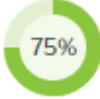


**Evaluation Data Sources:** Documented contacts will increase by 2%.

**Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents of absent students will be contacted daily if an absence has not been called in by 8:30 a.m.</p> <p><b>Strategy's Expected Result/Impact:</b> Call logs</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Classroom aides assigned this duty</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Remind will be used to communicate with parents on a broad base and in individual classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Remind call logs</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Principal Assistant Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Thrillshare will be used to communicate with parents/community schoolwide.</p> <p><b>Strategy's Expected Result/Impact:</b> Blackboard call logs</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers communicate with parents by various means such as a phone call, face-to-face conferences, email, notes home, and the weekly student folder.</p> <p><b>Strategy's Expected Result/Impact:</b> Eduphoria documentation</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Initial parent conferences will be held no later than the 9th week of school</p> <p><b>Strategy's Expected Result/Impact:</b> Conference logs</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Principal</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teacher/parent conferences will occur throughout the school year as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Conference logs</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Progress reports will be sent every 3 weeks and report cards every 6 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Report cards 3 week reports</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> PTO meetings and communications will be used to inform of events.</p> <p><b>Strategy's Expected Result/Impact:</b> PTO minutes</p> <p><b>Staff Responsible for Monitoring:</b> PTO Principal</p> <p><b>Title I:</b> 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Head Start, PK, and Kindergarten registration will be published in the local newspaper, on websites, and in community places.</p> <p><b>Strategy's Expected Result/Impact:</b> Records of postings</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A		
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Federal lunch program forms/information will be available for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Forms completed</p> <p><b>Staff Responsible for Monitoring:</b> Office staff</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance records Copies of letters sent Court records</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Registration for the next school year is facilitated by printing existing documents for parent approval/correction. <b>Strategy's Expected Result/Impact:</b> Registration forms <b>Staff Responsible for Monitoring:</b> Office staff Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A	N/A		
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Student Handbook is available online or in the office. <b>Strategy's Expected Result/Impact:</b> Website Copies in the office Signatures on handbook form <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> The Parent-School Compact is included in the student handbook and is discussed at the beginning-of-the-year teacher/parent conferences. <b>Strategy's Expected Result/Impact:</b> Handbook Conference documentation <b>Staff Responsible for Monitoring:</b> Classroom teachers Principal  <b>Title I:</b> 4.1	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> My School Bucks is available online. <b>Strategy's Expected Result/Impact:</b> My School Bucks records <b>Staff Responsible for Monitoring:</b> Cafeteria	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A	N/A	N/A	
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> 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. <b>Strategy's Expected Result/Impact:</b> Eduphoria Documentation Campus Behavior Coordinator binder <b>Staff Responsible for Monitoring:</b> Campus Behavior Coordinator	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				



Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Teachers and administrators utilize social media such as Facebook and SeeSaw to communicate positive information to parents and the community.</p> <p><b>Strategy's Expected Result/Impact:</b> More instances of positive communication between the school and parents/ community will take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Administrators Counselor</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 Sources:** Site-based Decision Making Committee records

**Summative Evaluation:** Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers, parents, and the community are represented on the site-based team.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agenda Meeting attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
	100%	100%	100%	➔
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Site-Based Decision Making Committee meets at least once per semester to make decisions that effect the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas Meeting attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
	50%	50%	100%	➔
<p style="text-align: center;"> <span>0% No Progress</span>                <span>100% Accomplished</span>                <span>➔ Continue/Modify</span>                <span>✗ Discontinue</span> </p>				













**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.



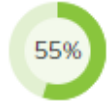





**Evaluation Data Sources:** 100% highly qualified as confirmed by records.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A daycare is available for faculty.  <b>Strategy's Expected Result/Impact:</b> Daycare records  <b>Staff Responsible for Monitoring:</b> Daycare staff                      Superintendent                      Daycare director</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Salaries for teachers are above state base.  <b>Strategy's Expected Result/Impact:</b> Salary records  <b>Staff Responsible for Monitoring:</b> Superintendent</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teacher qualifications will be made available upon request.  <b>Strategy's Expected Result/Impact:</b> Teacher certification records  <b>Staff Responsible for Monitoring:</b> Principal                      Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All teachers/staff are required to receive 3 days of professional development and 1 day online compliance training during the summer months and 1 day online compliance.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development records</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Professional development opportunities are available to teachers/staff throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development records</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Professional development days are established during the regular school calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> October 13 records February 16 records</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Staff development through Region XIV Service Center is provided on-campus throughout the school year and during the summer.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff development records</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> New teachers to the District and the campus will participate in a Mentor program that pairs them with experienced teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Monitoring checklist of activities</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>-</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> All faculty and staff are CPI certified.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				









Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> All staff providing English as a Second Language services will be ESL certified.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students will experience a greater level of academic and social success.</p> <p>The performance gap between ELLs and Non-ELLs will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				
















**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 Sources:** Use of research-based programs will be documented.  
Analysis of student performance













**Summative Evaluation:** Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Tutorials will be available for all students in need of assistance.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutorial records</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PIERS program is in place to assist the lowest performing 1st grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> PIERS documentation</p> <p><b>Staff Responsible for Monitoring:</b> PIERS teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				













Strategy 3 Details	Reviews			
<b>Strategy 3:</b> ESL/LEP students are identified. <b>Strategy's Expected Result/Impact:</b> ESL records <b>Staff Responsible for Monitoring:</b> ESL coordinator  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Migrant students are identified. <b>Strategy's Expected Result/Impact:</b> Migrant records <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Siebert has a Schoolwide Title I program. <b>Strategy's Expected Result/Impact:</b> STAAR results Financial records <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Results Driven Accountability</b>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 504 services are provided <b>Strategy's Expected Result/Impact:</b> 504 records <b>Staff Responsible for Monitoring:</b> 504 coordinator  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				











Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Counseling service are provided. <b>Strategy's Expected Result/Impact:</b> Counselor records <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Gifted and Talented program is provided. <b>Strategy's Expected Result/Impact:</b> GT records <b>Staff Responsible for Monitoring:</b> GT teachers GT coordinator  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Students are identified as at-risk according to state criteria. <b>Strategy's Expected Result/Impact:</b> At-risk records <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Forms are provided in English/Spanish when available and/or are interpreted in person on request. <b>Strategy's Expected Result/Impact:</b> Interpreter records Forms <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> LPAC records</p> <p><b>Staff Responsible for Monitoring:</b> LPAC coordinator</p> <p><b>Title I:</b> 2.6</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> ESL instruction is provided to qualifying students.</p> <p><b>Strategy's Expected Result/Impact:</b> ESL records Lesson plans ELPS documentation</p> <p><b>Staff Responsible for Monitoring:</b> ESL coordinator ESL teachers at each grade level</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Special education/resource services are provided to students who qualify.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education records</p> <p><b>Staff Responsible for Monitoring:</b> Co-Op Special Education teachers Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> An early childhood/PPCD classroom is provided for children who qualify.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education records</p> <p><b>Staff Responsible for Monitoring:</b> Principal Co-op EE/PPCD teacher</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> A dyslexia program is provide for children who qualify. Testing is conducted in accordance with 504 law.</p> <p><b>Strategy's Expected Result/Impact:</b> 504 records</p> <p><b>Staff Responsible for Monitoring:</b> 504 coordinator Dyslexia coordinator/teacher</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Technology programs are utilized to enhance instruction and monitor progress.</p> <p><b>Strategy's Expected Result/Impact:</b> iStation logs STAR data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom teachers Lab managers Technology specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Title I funds are used to help all students meet state content and performance standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Financial records</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> IDEA, Part B funds are used for special education students to meet state content and performance standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Financial records</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Renaissance Learning and Istation products are used in all areas to increase reading/math achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> RenLearn records</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				









Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> RtI is provided to struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> RtI records</p> <p><b>Staff Responsible for Monitoring:</b> RtI coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Dec	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





















**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 Sources:** Analysis of Disciplinary Referrals/Data  
Student School Climate Survey









**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The board policy regarding bullying prevention and intervention will be followed.  <b>Strategy's Expected Result/Impact:</b> Fewer instances of bullying occur  <b>Staff Responsible for Monitoring:</b> Admin investigate all reports of bullying and respond according to policy.</p> <p><b>Title I:</b> 2.6  <b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Fewer instances of bullying occur  <b>Staff Responsible for Monitoring:</b> Admin receive immediate electronic notification if a report has been made.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Certificates of Training on kept in the Eduphoria System</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Faculty and students focus on a specific character trait each six weeks and teachers identify students exhibiting this character trait.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students are carefully monitored throughout the day in all areas, including the playgrounds, cafeteria, classrooms, and during transitions.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Siebert administrators maintain visibility throughout the day.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> All faculty and staff are CPI trained and certified.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer instances of restraint needed</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> An EISD faculty member serves as an onsite CPI trainer.</p> <p><b>Strategy's Expected Result/Impact:</b> All faculty members are CPI trained</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> In response to violent behaviors, Siebert administrators will follow the Student Code of Conduct adopted by the local school board.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> All doors remain locked throughout the day except the north entrance where a full-time receptionist is present.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily door checks</p> <p><b>Staff Responsible for Monitoring:</b> Principal All staff Custondians</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> All visitors to the building are required to provide identification, which is scanned into the Raptor system. A visitors badge is printed.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Front desk receptionist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Front desk receptionist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				


















Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  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 3:** Students will be educated in the areas of personal health and fitness and provided appropriate health screenings and interventions.

**Evaluation Data Sources:** Records of student screenings will be kept.  
Teachers will maintain lesson plans for health and physical education.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Siebert Elementary will assign staff to serve on the district School Health Advisory Committee.  <b>Strategy's Expected Result/Impact:</b> Recommendations of the committee will be implemented on the Siebert campus.  <b>Staff Responsible for Monitoring:</b> Meeting Minutes</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Vision and hearing screenings will be provided.  <b>Strategy's Expected Result/Impact:</b> Vision screening records Hearing screening records  <b>Staff Responsible for Monitoring:</b> School health aide</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students grades 3-5 participate in the Fitness Gram program, which assesses students' physical strength and ability.  <b>Strategy's Expected Result/Impact:</b> Fitness Gram Data  <b>Staff Responsible for Monitoring:</b> PE Teacher</p>	Formative			Summative
	Dec	Feb	Apr	June
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> School personnel will identify student needs in the area of mental health and utilize district and community resources to address those needs.  <b>Staff Responsible for Monitoring:</b> Teacher/Staff observation of students</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Time spent in physical education will meet the requirements set forth by TEA. <b>Staff Responsible for Monitoring:</b> Master Schedule PE Teacher Lesson Plans	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  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 Sources:** Records of programs utilized.  
 Conduct grades will increase by 1% schoolwide.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Red Ribbon Week activities will focus on drug use prevention. <b>Strategy's Expected Result/Impact:</b> Red Ribbon week activities documentation <b>Staff Responsible for Monitoring:</b> Counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Field trips will be taken to expand knowledge and encourage good citizenship. <b>Strategy's Expected Result/Impact:</b> Field trip records <b>Staff Responsible for Monitoring:</b> Classroom teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Perfect attendance will be recognized each 6 weeks and at the end-of-the year. <b>Strategy's Expected Result/Impact:</b> Attendance records <b>Staff Responsible for Monitoring:</b> Classroom teachers Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Strategies will be used to increase attendance of at-risk students. <b>Strategy's Expected Result/Impact:</b> Attendance records <b>Staff Responsible for Monitoring:</b> Counselor Principal Classroom teachers	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Guidance lessons will be presented throughout the year to encourage character development and increase social skills. <b>Strategy's Expected Result/Impact:</b> Counselor records <b>Staff Responsible for Monitoring:</b> Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> A bully prevention policy is in place and all staff members are proactive in watching for signs of bullying. <b>Strategy's Expected Result/Impact:</b> Policy Discipline reports Bully reports <b>Staff Responsible for Monitoring:</b> All staff members	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Siebert Singers represent Siebert at various events. <b>Strategy's Expected Result/Impact:</b> Event records Practice attendance <b>Staff Responsible for Monitoring:</b> Music teacher	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> End-of-the-year award ceremonies are held for all grade levels. <b>Strategy's Expected Result/Impact:</b> Award attendance Teacher records <b>Staff Responsible for Monitoring:</b> Classroom teachers Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A	N/A	N/A	
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Grade Level Programs <b>Strategy's Expected Result/Impact:</b> Program attendance Program records <b>Staff Responsible for Monitoring:</b> Music teacher	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				








Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Students will participate in UIL events. <b>Strategy's Expected Result/Impact:</b> UIL records <b>Staff Responsible for Monitoring:</b> UIL coordinator UIL coaches Principal	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Students in grades K-5 participate in Field Day. <b>Strategy's Expected Result/Impact:</b> Level of student and parent participation. <b>Staff Responsible for Monitoring:</b> PE Teacher	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  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 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 Sources:** Records of activities

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Head Start is now on campus. <b>Strategy's Expected Result/Impact:</b> Head Start records <b>Staff Responsible for Monitoring:</b> Head Start staff ESC 14 Principal	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A	N/A	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> EE/PPCD program is in place and interacts with other programs. <b>Strategy's Expected Result/Impact:</b> IEPs <b>Staff Responsible for Monitoring:</b> EE/PPCD staff Principal	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 5th graders visit 6th grade. <b>Strategy's Expected Result/Impact:</b> Records of visit <b>Staff Responsible for Monitoring:</b> Counselor 5th grade teachers	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A	N/A	
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Head Start students visit kindergarten. <b>Strategy's Expected Result/Impact:</b> Record of visit <b>Staff Responsible for Monitoring:</b> Head Start staff Kindergarten staff Principal	Formative			Summative
	Dec	Feb	Apr	June
	N/A	N/A	N/A	



No Progress



Accomplished



Continue/Modify



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 Sources:** Backpack Program records  
School Supply distribution records

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Backpack Program will assist children in need of nutritional snacks over the weekend. <b>Strategy's Expected Result/Impact:</b> Backpack Program records <b>Staff Responsible for Monitoring:</b> Backpack Program coordinator	Formative			Summative
	Dec	Feb	Apr	June
	100%	100%	100%	➔
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> School supplies will be provided by local donations for children in need. <b>Strategy's Expected Result/Impact:</b> Distribution records <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Dec	Feb	Apr	June
	100%	100%	100%	➔
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> A Children's Fund is available to supply clothing, school supplies, and other items to children in need. <b>Strategy's Expected Result/Impact:</b> Financial records <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Dec	Feb	Apr	June
	100%	100%	100%	➔
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# 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	18	Students identified as dyslexic use S.P.I.R.E., DIP, and Fountas and Pinnell LLI to enhance reading instruction.
1	1	20	Teachers participate in reading and writing professional development provided in-house and through Region XIV service center.
1	1	21	Fountas and Pinnell Leveled Literacy Intervention Program implemented to raise reading levels and provide strategies for reading.
1	1	23	All grade levels will utilize the TEKS Resource System scope and sequence for English language arts and reading.
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.
2	1	4	Technology will be used to support math instruction. Programs include Prodigy, Star Math, Education City, and Think Though Math and Istation 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	Istation 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 3 days of professional development and 1 day online compliance training during the summer months and 1 day online compliance.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
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	10	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.
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	17	Title I funds are used to help all students meet state content and performance standards.
6	1	18	IDEA, Part B funds are used for special education students to meet state content and performance standards.
6	1	19	Renaissance Learning and Istation products are used in all areas to increase reading/math achievement.
6	1	20	RtI is provided to struggling students.

# State Compensatory

## Budget for Siebert Elementary

**Total SCE Funds:** \$226,646.00

**Total FTEs Funded by SCE:** 2.36

### Brief Description of SCE Services and/or Programs

SCE will fund tutorials and help lower student to teacher ratios to better service student at risk of dropping out of school and those who have not performed satisfactorily on state assessments. Classes will be designed to help students better understand content and develop relationships to help encourage success and staying in school. (Funds include 199 and 282.)

## Personnel for Siebert Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
DENA SIMMEL	TEACHER	0.14
JENNIFER HENRY	TEACHER	0.14
JILL HOLLYWOOD	AIDE	0.4
Kayci Taylor	TEACHER	0.14
LONDON DURANT	TEACHER	0.14
MEGAN SMITH	AIDE	0.14
PATRICIA BEASLEY	AIDE	0.23
Robin Snider	AIDE	0.47
SHONE MESSENGER	TEACHER	0.14
TAVIA UNDERWOOD	TEACHER	0.14
TINA RODGERS	TEACHER	0.14
TONI JONES	TEACHER	0.14

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
DEBBIE THOMPSON	INSTRUCTIONAL TECHNOLOGY/MEDIA	TECHNOLOGY/MEDIA	.5
JENIFER MCCOY	AIDE	READING-MATH	.53
JENNIFER GROCE	AIDE	TECHNOLOGY	1
KRISTI FAMBRO	TEACHER	KINDGERGARTEN	1
LINDSEY CHESSER	TEACHER	5TH GRADE	1
MEGAN SMITH	AIDE	MATH-READING	.37
MEGAN UNDERWOOD	TEACHER	2ND GRADE	1
PATRICIA BEASLEY	TEACHER	MATH-READING	.33
SHELLEY RINEHART	CURRICULUM & INSTRUCTION	CURRIVULUM	.5