

C G SIVELLS EL
Campus Improvement Plan
2017/2018

Sivells Safari



Wild About Learning

Trisha Terrell
1605 Alabama Road
979-532-6866
tterrell@whartonisd.net

C G SIVELLS EL

Mission

The mission of C.G. Sivells Elementary is to empower all students to be successful by fostering a love for learning. Our goal is to create a school environment where all community members feel that they belong and our students can thrive.

Vision

Where Learning Journeys Begin

Nondiscrimination Notice

C G SIVELLS EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

C G SIVELLS EL Site Base

| Name | Position |
|--------------------|---|
| Dittrich, Jessica | Parent Representative |
| Dotson, Shelly | Associate Principal/Dean of Instruction |
| Felcman, Kasey | Art/GT |
| Foyt, Dana | Assistant Principal |
| Kalina, Diane | 1st Grade |
| Kalina, Heather | Kindergarten |
| Koonce, Jana | Special Education |
| Lowe, Tate | Business Representative |
| Reveles, Nemisis | 2nd Grade |
| Roddy, Heath | Technology/District Representative |
| Soard, Mr. | Community Representative |
| Terrell, Trisha | Principal |
| Williams, Kimberly | Rtl |
| Williams, Landy | Security Representative |
| Wind, Sara | Literacy Coach |
| Wishert, Tammy | Pre-K |

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Goal 1. Sivells will focus on strengthening all areas of the instructional program including increasing the rigor of core instruction to all students in the areas of reading, language arts, math, science, and social studies through PLC meetings, an increase in project based learning, and implementing the right is right method.

Objective 1. We will eliminate barriers and support 100% student participation and effort to succeed in appropriate and academically challenging opportunities and courses through the services, programs, and practices implemented.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|----------------------|---|---|
| Literacy Coach will meet and review current ELA year at a glance with the campus administrative team and teachers to increase the Balanced Literacy campus based initiative and support teachers with TEKS implementation. (Title I SW: 1,2,4,8,9) (Target Group: All, K, 1st, 2nd) | Assistant Principal, Director of Student Services, ELA Instructional Specialist, Principal, Response to Intervention Teachers, Teacher(s) | Aug-June | (F)Title I | Summative - Administrative walkthroughs, data review meeting plans/agendas, attendance at meetings, Campus Based Literacy Team minutes. 10% increase in students reading on level or above in grades K, 1, 2. |
| Strengthen Tier I instructional strategies and teacher direct instruction by providing coaching with feedback, peer observations, and targeted professional and staff development Opportunities in all core areas. (Title I SW: 1,2,3,4,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), ELA Instructional Specialist, Executive Director of C & I, Lead Teacher, Mentor Teachers, Principal, Response to Intervention Teachers, Teacher(s) | August to June | (F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)State Compensatory | Summative - Summative-Teacher observation reports Increase of 10% of on level or above on Reading and Math formal assessments. |
| Implement campus wide and district aligned interactive notebooks with reading and math instruction for grades K, 1, 2. (Title I SW: 1,2,9) (Target Group: All, K, 1st, 2nd) | Assistant Principal(s), ELA Instructional Specialist, Executive Director of C & I, Principal, Response to Intervention Teachers, Teacher(s) | October-June 2016-17 | (F)Title VI, Part B Rural/Low Income, (O)Local Districts, | Summative - There will be a 10% increase of students on level or above on EOY assessment results. Teacher Observations and walkthroughs. |
| Incorporate Tier II support lessons utilizing the Literacy Coach with specified groups according to individual classroom needs. | Assistant Principal, ELA Instructional Specialist, Principal, Response to Intervention Teachers | Jan-June | (F)Title I, (O)Local Districts | Summative - There will be a 10% increase of students on level or above on EOY assessment results. |

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Objective 2. We will proactively plan, design, and deliver the structure and method for providing services, support, opportunities, differentiated instruction, acceleration, extension, and enrichment and monitor and adjust for student recruitment and retention, access, equity, consistency, and sustainability.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------------|---|---|
| Use TEKS Resource System Scope and Sequence Skills Continuum when planning differentiated curriculum students (Title I SW: 1,5,10) (Target Group: All, K, GT, 1st, 2nd) | Assistant Principal, Gifted & Talented Teachers, Principal, Response to Intervention Teachers | August to June | (F)Title II, (O)Local Districts | Summative - 100% of Project based assignment completion by GT students. |
| Support academic enrichment opportunities for students on campus by providing a modified pull-out or pull-in programs on campus. (Title I SW: 1,3,6,10) (Target Group: GT, 1st, 2nd) | Assistant Principal, Director of Student Services, Principal | August to June | (O)Local Districts Title I Title IV | Summative - GT Facilitator attendance records. 100% of students will be pulled out 90 minutes each week by the GT facilitator; Master Schedule. |
| Support out-of-school options including, but not limited to, academic and creative/fine arts supported competitions. (Title I SW: 1,10) (Target Group: GT, 1st, 2nd) | Assistant Principal(s), Director of Student Services, ELA Instructional Specialist, Gifted & Talented Teachers, Principal | August to June | (O)Local Districts | Summative - Increase number of students participating in these events by 10%. Rosters & Programs |
| Coordinate a student showcase that provides students an opportunity to share projects with an audience outside of the classroom. (Title I SW: 5,6,10) (Target Group: K, 1st, 2nd) | Assistant Principal, Director of Student Services, Gifted & Talented Teachers, Principal | Spring | (O)Local Districts | Summative - 100% of G/T students will participate in Texas Performance Standards Project; Campus Showcase. |

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Objective 3. We will provide tools to support students in the Advanced Academics Program to increase opportunities by 50% for students showcasing project based work.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|----------------|---|--|
| Use Wharton ISD Scope and Sequence Skills Continuum when planning advanced- level differentiated curriculum for gifted and talented. (Title I SW: 1,5,10) (Target Group: GT, 1st, 2nd) | Assistant Principal, Gifted & Talented Teachers, Principal, Response to Intervention Teachers | August to June | (F)Title I, (O)Local Districts, (S)State Compensatory | Summative - 100% of Project based assignment completion by GT students. |
| Develop campus initiatives to improve GT student identification for underrepresented populations. (Title I SW: 1,2,10) (Target Group: All, H, AA, ECD, LEP) | Assistant Principal(s), Gifted & Talented Teachers, Principal, Teacher(s) | August to June | Local | Summative - A committee will be developed to analyze data to find underrepresented groups in the G/T program and then nominate best candidates resulting in an increase of 10% growth in the underrepresented areas. |
| Encourage parents, guardians, and staff to nominate students of diverse populations for GT screening. A letter will be sent home and notification in the Wharton Journal Spectator about G/T nomination times. (Title I SW: 1,2,6,10) (Target Group: All, H, AA, ECD, Migrant, LEP) | Assistant Principal, Gifted & Talented Teachers, Response to Intervention Teachers, Special Ed Teachers, Teacher(s) | August to June | Local | Summative - Teacher Observation Reports, Parent Observation Reports, PEIMS data, Nomination forms, District Index 3 improvement |
| Cluster group elementary GT with teachers who have completed the 30-hr GT Foundations. (Title I SW: 10) (Target Group: GT, 1st, 2nd) | Assistant Principal, Counselor, ELA Instructional Specialist, Gifted & Talented Teachers, Lead Teacher, Principal | August | Local | Summative - 100% of staff with G/T students will be GT trained in the 30 hour GT Foundation training. Rosters & Certificates |
| Monitor teachers for completion of 30-hr GT Foundations. (Title I SW: 10) (Target Group: GT, 1st, 2nd) | Assistant Principal, Counselor, | Aug - June | Local | Summative - 100% of all |

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|---|---|----------------|---|--|
| 2. Complete the Wharton ISD GT Student Services Summaries to support communication with parents and guardians that include a beginning of the year GT meeting and six weeks progress notes. (Title I SW: 6) (Target Group: GT, 1st, 2nd) | Assistant Principal, Director of Student Services, Gifted & Talented Teachers, Principal | May 2017 | (F)Title I, (O)Local Districts | Summative - 100% Parent Student Services summary. |
| 3. Differentiate curriculum by providing challenging learning experiences that connect to the interests, abilities, and strength area(s) of students. (2nd grade ability grouped for reading instruction) (Title I SW: 1,10) (Target Group: GT, 1st, 2nd) | Assistant Principal, Gifted & Talented Teachers, Principal, Response to Intervention Teachers, Teacher(s) | August to June | (F)Title I, (O)Local Districts, (S)State Compensatory | Summative - Evaluation of instructional program is ongoing, TPSP, Exhibited Projects, & Parent Survey. |

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Objective 4. We will deliver strong core instruction to students in the area of reading and language arts, science, mathematics and social studies resulting in an increase of 5% growth in academic progress per assessment data.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------|--|--|
| Ensure 100% of the staff efficiently disaggregates student data, conducts Tier interventions, Tier 3 pull out interventions, implement effective intervention plans and successfully monitor student progress. (Title I SW: 1,2,8,9) (Target Group: All, H, AA, ECD, LEP, At Risk, K, 1st, 2nd) | Assistant Principal, ELA Instructional Specialist, Principal, Response to Intervention Teachers, Teacher(s) | August to June | (F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts | Summative - Intervention logs will have 100% of Tier 2 and Tier 3 students receiving services. Walkthrough observations, conferences, PLCs, and Surveys, TTESS Observations, Sign-In sheets. |
| Implement and analyze school wide universal screeners with monthly progress monitoring and data-based planning in CTM meetings to identify students at risk for academic and behavioral difficulties. (Title I SW: 1,2,8,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Director of Student Services, ELA Instructional Specialist, Principal, Response to Intervention Teachers, Teacher(s) | August to June | ((O)Local Districts, (S)State Compensatory | Summative - 100% of possible At-Risk students will be identified. |
| Teachers will continue to use researched based strategies that include small group instruction through stations in all core areas. (Title I SW: 1,2,3,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Principal, Response to Intervention Teachers, Teacher(s) | August to June | (F)Title II, (O)Local Districts | Summative - Walkthroughs and observations will provide evidence that 100% of classrooms are using these strategies. T-TESS |
| Provide 45 minutes of Tier II intervention weekly and 30 minutes of Tier III instruction daily. (Title I SW: 1,2,3,9,10) (Target Group: H, AA, ECD, ESL, LEP, SPED, At Risk, PRE K, 1st, 2nd) | Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, ELA Instructional Specialist, Executive Director of C & I, Principal, Response to Intervention Teachers, Teacher(s) | October to June | (F)Title I, (S)State Compensatory | Summative - 100% of students receiving intervention strategies will show improvement each 6 weeks as indicated in progress monitoring. Student sign in sheets; teacher Rtl logs |

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Objective 5. We will increase the rigor of mathematics, science, social studies, reading, language arts, and writing resulting in an increase of 5 % growth in academic progress per assessment data.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------------|---|---|
| Establish a literacy based campus to support campus-wide literacy efforts, such as Balanced Literacy and classroom libraries. Support and use of district curriculum documents such as YAGs, CBAs, and Lessons for planning. (Title I SW: 1,2,4,8,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Core Subject Teachers, Data Teams, ELA Instructional Specialist, Lead Teacher, Principal, Teacher(s) | August to June | (F)Title I, (S)Local Funds | Summative - Team consists of 10 members. Evaluation of instructional program is ongoing; Surveys-sign in sheets and agendas; meeting minutes. |
| Provide ongoing, scheduled, targeted, and documented walkthroughs, followed by feedback, coaching, and support for teachers. (Title I SW: 1,2,3,4,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Deputy Superintendent, ELA Instructional Specialist, Executive Director of C & I, Lead Teacher, Principal, Response to Intervention Teachers, Superintendent | Sept to June | (O)Local Districts, Title I | Summative - We will see a 5% growth in student achievement in our data by EOY assessments. 0% teachers will be in "Need Improvement." |
| Sivells SLT will continue to train and implement strategic Tier 2 interventions, including effective progress monitoring tools. (Title I SW: 1,2,3,4,9) (Target Group: All, At Risk, PRE K, K, 1st, 2nd) | Assistant Principal, ELA Instructional Specialist, Principal(s), Response to Intervention Teachers | August to June | (F)Title I, (S)State Compensatory | Summative - 100% of Tier 2 students will show a 5% increase per EOY assessments. Agenda, screeners, and data compiled, SPED team review of IEP's every six weeks, monthly attendance records. |
| Provide a systemic reading program to assist student development with the goal of helping Tier 2 and Tier 3 students read at or above grade level through Balanced Literacy (Fountas and Pinell LLI) (Title I SW: 1,2,3,4,8,9) (Target Group: All, At Risk, PRE K, K, 1st, 2nd) | Assistant Principal, ELA Instructional Specialist, Executive Director of C & I, Principal | August to June | (F)Title I, (S)Local Funds, (S)State Compensatory | Summative - reports generated through the program, including comparisons to state assessments results. |
| Literacy teachers will support and use district curriculum documents and vetted programs which include instructional planning tools and assessments. (Title I SW: 1,2,3,4,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, ELA Instructional Specialist, Executive Director of C & I, Lead Teacher, Principal | Aug - June | (O)Local Districts, (S)State Compensatory | Summative - All students will see 5% academic growth on EOY assessments. Teacher system log in numbers, lesson plans, class assessments and Domain I of TTESS. |

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- Goal 1.** Sivells will focus on strengthening all areas of the instructional program including increasing the rigor of core instruction to all students in the areas of reading, language arts, math, science, and social studies through PLC meetings, an increase in project based learning, and implementing the right is right method.
- Objective 5.** We will increase the rigor of mathematics, science, social studies, reading, language arts, and writing resulting in an increase of 5 % growth in academic progress per assessment data.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------|---|--|
| Each core area teacher will attend at least 2-3 Tiger Tuesdays of Professional Development to help increase the rigor of mathematics, science, social students, and ELA. (Title I SW: 1,2,3,4,8,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, ELA Instructional Specialist, Executive Director of C & I, Lead Teacher, Mentor Teachers, Principal, Region III - ESC Staff, Response to Intervention Teachers | Sept - June | (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title VI, Part B Rural/Low Income, (O)Local Districts, (S)State Compensatory | Summative - 0 teachers will be at the "Need Improvement" TTESS level by the EOY summative. |

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Goal 2. Sivells will cultivate and foster parental relationships through community/school events by increasing events offered to parents by two.

Objective 1. We will increase parental and community engagement by 10%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------------|--|--|
| Provide multiple opportunities to engage parents in the educational process in addition to showing support for their parent involvement such as mentor programs, Coffee Talk with the Counselor, and Piggies with the Principal. (Title I SW: 6) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Counselor, Principal | August to June | (S)Local Funds | Summative - Number of attendees at each event will increase by 10%. Parent surveys on effectiveness, sign in sheets, number of attendees at presentations, climate survey responses. |
| Partner with local businesses to provide incentives for families who attend student activities. (Title I SW: 6,10) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Counselor, Principal, Teacher(s) | August to June | (O)Local Districts | Summative - Partnerships will increase by 2. |
| Sivells will have one family fitness events annually. (Title I SW: 1,6) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Lead Teacher, Parent Volunteers, Principal, SHAC Committee, Teachers | Fall/Spring | (O)Local Districts | Summative - 50% of families will participate in these events. |
| Provide parents with a handout on accessing online confidential student academic data. (Title I SW: 1,6,10) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Campus Instructional Technologist, Counselor, ELA Instructional Specialist, PEIMS Personnel, Principal | August - June | (O)Local Districts | Summative - 50% of parents will log in to parent portal. |
| Sivells will conduct a Family Reading Literacy Night. Theme will be Reading Camp. (Title I SW: 1,6,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Principal, Response to Intervention Teachers, Teachers | October | (O)Local Districts | Summative - 50% of families will attend the event. Sign In Sheets. |
| Sivells will conduct a Family Math Madness Night (Title I SW: 1,2,6,9,10) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Principal(s), Teachers | Spring | (L)Business Partnerships, (O)Local Districts | Summative - 50 % of families will attend event. Sign In Sheets |
| Sivells will host a coffee with the Assistant Principal to recruit Reading Buddy, PAWWS, and Watch DOGS and foster community relationships. (Title I SW: 1,2,6,10) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Principal | October | (L)Business Partnerships, (O)Local Districts | Summative - Increase of 10% over last year' attendance. |

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Goal 2. Sivells will cultivate and foster parental relationships through community/school events by increasing events offered to parents by two.

Objective 2. We will engage parents, families, and community members as advocates for the needs of students participating in Advanced Academics and English as a Second Language or Bilingual Programming through communication, education, events, and opportunities for involvement.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------------|--|--|
| Sivells will host parent meetings and/or social events for parents of GT students. (Target Group: GT, 1st, 2nd) | Assistant Principal, Gifted & Talented Teachers | Fall | Local | Summative - Parent sign in sheets, 85% GT parent participation. |
| Sivells will host Goodies and Grades at least 3 times per school year. These and any other such event purpose is to celebrate student performance on achievement tests and district standard measures with the parents and community. (Title I SW: 1,6) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Principal, Response to Intervention Teachers, Teachers | August to June | (L)Business Partnerships, (O)Local Districts | Summative - 50% parent participation in the event and/or survey completion. |
| Sivells will seek and apply for discretionary grants in order to provide additional support for students especially those at-risk, LEP and GT. (Title I SW: 1,2,6,9,10) (Target Group: ECD, ESL, Migrant, LEP, SPED, GT, At Risk, PRE K, K, 1st, 2nd) | Assistant Principal(s), Counselor, Director of Student Services, ELA Instructional Specialist, Executive Director of C & I, Parent Volunteers, Principal, Teachers | on going | (L)Business Partnerships, (L)Grant | Summative - Grant number will increase to 3. Administrative reports to superintendent staff and board; district needs assessment, applications |
| Sivells will continue to use parent link for automated messaging system to send important information to parents and staff and implement "Remind" so that we can utilize email. (Title I SW: 1,6) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Director of Technology, PEIMS Personnel, Principal, Teachers | on going | (O)Local Districts | Summative - 50% of parents will be integrated into the "Remind" App and School Messenger usage reports will show an increase of 10%. |
| Sivells will host a Bilingual/ESL parent meeting to present information and inquire if parents have any concerns or questions. (Title I SW: 1,2,6,9,10) (Target Group: ESL, LEP, PRE K, K, 1st, 2nd) | Assistant Principal(s), Director of Student Services, Principal, Teachers | Fall/Spring | (F)Title III Bilingual / ESL, (O)Local Districts | Summative - 50% of LEP parents will attend. Sign In Sheets. Agenda |

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Goal 3. Sivells will cultivate a safe and healthy learning environment where all students can feel valued by weekly celebrations, encouraging "Slow" foods by a daily Paw Buck incentive, and parent involvement events to foster character development each semester.

Objective 1. We will advance the social and emotional skills of our students and teachers to increase well-being and positive culture.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------------------|--|---|
| Provide professional development to teachers on Social and Emotional Learning (SEL) on a regular basis and teacher to teacher observation times. (Target Group: All) (Title I SW: 1,2,4,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Counselor, Principal, Region III - ESC Staff, Teacher(s) | August to June | (F)Title IIA Principal and Teacher Improvement, | Summative - 100% of teachers trained in Behavior Rtl; sign in sheet, certificates, reflection sheets |
| Ensure social and emotional skills are being explicitly taught on a regular basis through conscious discipline. (Target Group: All) (Title I SW: 1,2,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Counselor, Region III - ESC Staff, Teachers | August to June | (O)Local Districts | Summative - 100% of teachers will teacher these skills the first week of school and then on intervals as needed in the classroom. Walk throughs & lesson plans, observations |
| Ensure social and emotional skills are integrated in classroom counseling lessons, class discussions, and morning announcements. | Assistant Principal(s), Counselor, Principal, Teacher(s) | August to September | (O)Local Districts | Summative - 100% core teachers will includes lesson on lesson plan form. Walk- throughs, observations, lesson plan review |
| Principals and teachers will improve the school climate and physical environment of the school using the arts and creative strategies. (Target Group: All) (Title I SW: 1,2,10) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Principal, Teacher(s) | August - June | (L)Business Partnerships, (L)Grant, (O)Local Districts | Summative - Process/Product Displays from 100% of teaching staff creative activities through school sources. |
| Sivells administration will improve the school climate by adding celebrations, assemblies, and incentives for teachers and students. (Title I SW: 1) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Counselor, Principal, Teachers | August-June | (L)Business Partnerships, (L)Grant, (L)Sunshine Club, (O)Local Districts | Summative - Increase teacher retention by 10%. Decrease referral rate by 10%. |
| Sivells will form a CAT (Campus Advisory Team) to represent all areas of staff in making decisions that affect the school community. (Title I SW: 1) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Counselor, Principal | August-June | (L)Business Partnerships, (L)Grant, (O)Local Districts | Summative - 10% increase in teacher retention. |

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Objective 1. We will advance the social and emotional skills of our students and teachers to increase well-being and positive culture.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|---------------|--------------------|---|
| Each grade level will have several assemblies led by the music, PE, and art teachers to support our focus on the social and emotional skills our students need to be successful in life. | Assistant Principal(s), Counselor, Principal, Specials Teachers | August - June | (O)Local Districts | Summative - Lesson Plans, 10% reduction in office referrals |

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Goal 4. Sivells will encourage student engagement in co-curricular fine arts activities through offering two additional fine arts events/activities that involve competition and fosters parental involvement during the 2017-2018 school year.

Objective 1. We will increase access to technology and/or improve the digital learning environment by 50%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------------|--------------------|---|
| Students will have an hour of computer based instruction for a minimum of one hour bi-weekly. (Target Group: All) (Title I SW: 1,2,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Campus Instructional Technologist, Principal, Teacher(s) | August to June | (O)Local Districts | Summative - 100% of students will master the technology TEKS implemented for their grade level. |
| Teachers will use innovative technology tools to improve collaboration by using Google Drive. (Title I SW: 1,2,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Executive Director of C & I, Principal, Teacher(s) | August to June | (O)Local Districts | Summative - 100% of Teachers will Score a minimum of Proficient on TTESS Technology Strand. Lesson plans, teacher observations, walk-throughs |
| Each classroom will be 100% equipped with the following technology: pre-K: 1 teacher computer & 3 Desk Top computers; kindergarten: 1 teacher computer, 1 Smartboard, 4 iPads; First: 1 teacher computer and 6 Kindles & Second: 4 student computers, 1 teacher computer and 1 Smartboard; ELA teachers-11 Kindles and math teachers-5 Kindles. (Target group: All) (Title I SW: 1,2,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Campus Instructional Technologist, Director of Technology, Principal | August to June | (O)Local Districts | Summative - Technology report; classroom equipment supply check out sheet |
| Students and teachers will utilize technology components in the ELA and Math stations. (Target Group: All) (Title I SW: 1,2,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Principal, Teacher(s) | August to June | (O)Local Districts | Summative - 100% of students will use technology during stations for ELA and Math each day. Lesson plans, PLCs, Teacher observations, walk-throughs |
| The campus will attempt to acquire Chrome books or lap tops for teachers' sole use within the classroom. | Assistant Principal(s), Campus Instructional Technologist, Principal, Teacher(s) | August to June | Local Funds | Summative - Walk-throughs, TTESS observations, lesson plans and surveys |
| Improve communication through the use of Wi-Fi devices. (Title I SW: 1,2,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Director of Technology, Principal, Teacher(s) | August - June | (O)Local Districts | Summative - Numbers of School Messenger calls and emails will increase by 10%. |
| All second grade ELA classes will have 11 kindles in them for Reading Station, MyOn, A/R to increase reading ability. (Title I SW: 1,2,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Director of Student Services, Director of Technology, ELA Instructional Specialist, Principal, Superintendent | Aug - June | Rural Grant | Summative - 2nd grade will have a total of 36 Kindles. |

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------------|--------------------|--|
| Sivells Principal, Assistant Principals, Counselor and Literacy Coach will all have a desk top computer and a hand held technology device to improve communication and efficiency in regard to walk throughs and observations. (Title I SW: 1,9) (Target Group: All, PRE K, K, 1st, 2nd) | Director of Technology, Principal, Superintendent | Aug-June | (O)Local | Summative - Sivells will have 5 administrative desk top computers and 5 administrative hand held technology devices. |
| Sivells will create a second computer lab for student engagement and academic/technological growth. | Director of Technology, Principal, Superintendent | Aug - December | (O)Local Districts | Summative - Lab #2 will have 25 Chrome Boxes and 1 printer. |

C G SIVELLS EL

- Goal 4.** Sivells will encourage student engagement in co-curricular fine arts activities through offering two additional fine arts events/activities that involve competition and fosters parental involvement during the 2017-2018 school year.
- Objective 2.** 100% of staff will have uninterrupted access to online support for instruction and professional development.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-------------|--------------------|--|
| Provide online training for district compliance videos such as suicide aide, and restraint (Target Group: All). (Title I SW: 1) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Deputy Superintendent, Director of Professional Development, Principal | Ongoing | (O)Local Districts | Summative - 100% of staff will pass their tests and turn in certificates of completion. |
| Teachers will increase their use of academic websites for professional development and academic student growth. (Title I SW: 1,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, ELA Instructional Specialist, Principal, Response to Intervention Teachers, Teacher(s) | Aug - June | (O)Local Districts | Summative - Teachers will share and discuss one on-line resource at each faculty meeting and add the site to an internal Google Doc for reference. Agendas, sign in sheets |
| Sivells will implement the use of ESPED for all Special Education data and 504 data. DMAC will house LPAC data. All administrators, Special Ed. Teachers, Counselor, Literacy Coach and Interventionist will become proficient with these program. (Title I SW: 1,9) (Target Group: ESL, LEP, SPED, Dys, PRE K, K, 1st, 2nd, 504) | Assistant Principal, Counselor, Director of Special Education, Director of Student Services, Director of Technology, Dyslexia specialist, ELA Instructional Specialist, Principal, Response to Intervention Teachers, Teacher(s) | Aug - June3 | (O)Local Districts | Summative - 100% of student mandated data in these special sub groups will be inputted into ESped in order to compile complete, efficient, and legal documentation. |

C G SIVELLS EL

- Goal 4.** Sivells will encourage student engagement in co-curricular fine arts activities through offering two additional fine arts events/activities that involve competition and fosters parental involvement during the 2017-2018 school year.
- Objective 3.** 100% of Pre-K classrooms will utilize technology to increase core phonics skills in Pre-Kindergarten.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------------|--------------------|--|
| Enhance the Pre-Kindergarten learning environment using Smartboard and DVD technology from the Zoo Phonics program to teach phonics. (Target Groups: All) (Title I SW: 1,7,9) (Target Group: All, PRE K) | Assistant Principal, Executive Director of C & I, Principal, Response to Intervention Teachers, Teacher(s) | August to June | (O)Local Districts | Summative - Sivells will have 6 Zoo Phonics kits making it possible for each class to have its own. District curriculum assessment (CLI); lesson plans |
| Each PreK classroom will be equipped with 3 desk top computer to introduce and/or enhance student technology skills. (Title I SW: 1,7) (Target Group: All, PRE K) | Assistant Principal, Director of Technology, Principal, Teacher(s) | Aug - June | (O)Local Districts | Summative - Prek grade level will be equipped with 18 desk top computers. |
| Pre K teachers will utilize Smart Boards and computer websites to enhance student learning and authentic engagement through academic websites, apps, music, etc. (Title I SW: 1,2,3,9) (Target Group: All, PRE K) | Assistant Principal, ELA Instructional Specialist, Executive Director of C & I, Principal, Teachers | Aug - June | (O)Local Districts | Summative - 100% of PreK teachers will integrate technology activities into their lesson plans. |

C G SIVELLS EL

Goal 5. Sivells will continue to provide high-quality and ongoing campus-level professional development to administrators, teachers, and staff members. Each teacher will be expected to attend at least three professional development offerings other than the required trainings throughout the 2017-2018 school year.

Objective 1. Access professional learning opportunities that support the use of best practices in core instruction in order to increase academic progress by 10% as measured by assessment data.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|---------------------|--|---|
| Engage staff in an ongoing series of student centered Curriculum Team Meeting opportunities that focus on values and beliefs that impact student success for all learners. (Target Group: All) (Title I SW: 1,2) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), ELA Instructional Specialist, Executive Director of C & I, Principal | August to June | (F)Title I, (F)Title III Bilingual / ESL, (O)Local Districts | Summative - 100% staff participation on a weekly basis. Parent and staff survey, PD sign in sheets and agenda |
| Ensure 100% of all faculty receives professional development on 1) Understanding the Response to Instruction and Intervention preventative framework 2) Developing effective Tier 1, Tier 2, and Tier 3 goals, interventions, and progress monitoring and 3) effective documentation (Target Group: All) (Title I SW: 1,2,3,4,5,7,8,9,10) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Executive Director of C & I, Principal, Response to Intervention Teachers, Teacher(s) | August to October | (F)Title I, (F)Title III Bilingual / ESL, (O)Local Districts | Summative - 100% of core subject teachers receive credit/certificates for participation in RTI professional development Sign in sheets, teacher observations, agendas, minutes. |
| Use Collaborative Team Meetings to reflect on collaborative planning, data-driven decision making, consistency across classrooms and grade levels, professional learning for teachers developing awareness of his/her own cultural identity. (Target Group: All, ECD) | Assistant Principal, Counselor, Principal, Teachers | August to September | (F)Title I, (F)Title III Bilingual / ESL | Summative - 100% of faculty will participate in CTM as evidenced by sign in sheets, agendas, and minutes. |
| All administrators will train on effective walkthroughs and identifying degrees of evidence regarding effective teaching. (Target Group: All) (Title I SW: 1) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Assistant Superintendent(s), Principal, Superintendent | August | (O)Local Districts | Summative - 100% of Administrators will take and pass the TTESS review and receive a certificate. Each administrator will attend and score 15 walk throughs each week. TTESS observations and walkthroughs. |
| During the first semester, a post classroom walkthrough conference will be conducted with all first year teachers to ensure clarity and provide systematic support to new teachers. (Target Group: All) (Title I SW: 1,3,4,7,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Principal | December | (O)Local Districts | Summative - 100% of first year teachers will have at least one post classroom walkthrough conference with an administrator E-Walk, TTESS observations and minutes |

C G SIVELLS EL

Goal 5. Sivells will continue to provide high-quality and ongoing campus-level professional development to administrators, teachers, and staff members. Each teacher will be expected to attend at least three professional development offerings other than the required trainings throughout the 2017-2018 school year.

Objective 1. Access professional learning opportunities that support the use of best practices in core instruction in order to increase academic progress by 10% as measured by assessment data.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------------|--|---|
| Continue the district's new teacher mentor program to ensure collaboration and the development of reflective practitioners. (Target Group: All) (Title I SW: 3,4,5) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Director of Professional Development, Director of Student Services, Executive Director of C & I, Principal, Teachers | August to June | (F)Title IIA Principal and Teacher Improvement, (O)Local Districts | Summative - Mentor logs and teacher reflective journals will identify 100% participation by new teachers and mentors. |
| Professional development will be implemented during CTM's (Collaborative Team Meetings) to enhance and support teacher growth. (Title I SW: 3,4,5) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Director of Special Education, ELA Instructional Specialist, Principal, Response to Intervention Teachers, Teachers | August to June | (F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds | Summative - 100% of teachers will score at least Developing on the TTESS EOY reports which demonstrates teacher growth. |
| Professional Development will be conducted bi-weekly during Tiger Tuesday sessions. | Assistant Principal(s), Core Subject Teachers, Counselor, Data Teams, Director of Special Education, Director of Professional Development, Director of Student Services, ELA Instructional Specialist, Gifted & Talented Teachers, Lead Teacher, Mentor Teachers, Principal, Principal, Teachers | | (O)Local Districts | Summative - 100% of teachers "Needing Improvement" will attend these professional development opportunities. Sign In Sheets |

C G SIVELLS EL

Goal 6. Sivells will continue to nurture a positive and friendly culture through staff events, celebrations, and use of PBIS supported conscious discipline curriculum and Champs discipline approach which will increase our teacher attendance rate by 5% and student attendance rate by 2%.

Objective 1. We will implement support measures, to provide a safe and orderly positive teaching environment in order to have a teacher retention rate of 75%

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|---------------------|--|--|
| Implement a campus-wide PBIS system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations. (Target Group: ALL) (NCLB: 4) (Title I SW: 1,2,3,4,5,9) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Counselor, Principal, Teacher(s) | August to June | (S)Local Funds | Summative - Reduce discipline by 5% from last year's data, conferences, walk-throughs, campus/climate culture plan |
| Seek partnership with organizations that provide counseling services for students and their families including Foster Grandparents, Trooper Burse, and Texana. (Title 1 SW: 6) (Target Group: All) (NCLB: 4) (Title I SW: 1,2,6,7,9,10) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Counselor, Director of Student Services, Principal | August to June | (L)Business Partnerships, (L)Grant, (O)Local Districts, | Summative - Reduce discipline referrals by 5% from previous year's data. |
| Ensure 100% staff receives services and professional development from CSS counselors and social service specialists on the Annual Campus Crisis Response Prevention/Intervention Plan with campus crisis team. (Target Group: All) (Title I SW: 1,2,9,10) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Counselor, Director of Student Services, Principal, Teacher(s) | August to June | (S)Local Funds | Summative - Training reports will reflect 100% staff participation. |
| Ensure all staff receives services and PD from CSS counselors and social service specialists on suicide prevention. (Target Group: All) | Counselor, Principal, Teacher(s) | August to June | (O)Local Districts | Summative - CTM agendas and sign ins, flyers, and agendas will indicate 100% staff participation. |
| Ensure all staff receives services and PD from CSS counselors and social service specialists on Grief and Loss in the School Setting. (Target Group: All) | Counselor, Principal, Teacher(s) | August to June | (S)Local Funds | Summative - Staff development sign in sheets and CTM sign in sheet and agendas will indicate 100% staff participation. |
| Adopt a Three-Tier Approach to behavior: Tier 1 School/Classroom Wide Interventions, Tier 2 Specialized Group Systems for Students at High Risk that will support academics and behavior concerns for Title One students. (Target Group: All) | Assistant Principal(s), Counselor, Principal, Teacher(s) | August to September | (F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts | Summative - 100% of Title 1/ At-Risk students will be monitored and served as evidence by sign in sheets and schedules. Teacher observation, PLC data, reduce discipline by 5%, PEIMS reports, PBIS plan |

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Goal 6. Sivells will continue to nurture a positive and friendly culture through staff events, celebrations, and use of PBIS supported conscious discipline curriculum and Champs discipline approach which will increase our teacher attendance rate by 5% and student attendance rate by 2%.

Objective 1. We will implement support measures, to provide a safe and orderly positive teaching environment in order to have a teacher retention rate of 75%

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------------------|---------------|---|--|
| Utilize the district's IBC/ABC for students with severe emotional deficits and/or behavioral factors. (Target Group: All) (Title I SW: 1,2,7,9,10) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Principal | August - June | (O)Local Districts, (S)State Compensatory | Summative - 5% decrease in number of student behavior referrals reported in PEIMS. |

C G SIVELLS EL

Goal 6. Sivells will continue to nurture a positive and friendly culture through staff events, celebrations, and use of PBIS supported conscious discipline curriculum and Champs discipline approach which will increase our teacher attendance rate by 5% and student attendance rate by 2%.

Objective 2. Implement a campus-wide behavior system to improve student behavior and well being by decreasing the number of level 2 referrals by 5%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------------|--|--|
| Collaborate with RTI specialists to integrate positive behavior support for campuses, classrooms and individual students. (Target Group: All) (Title I SW: 1,2,7,9,10) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Counselor, Gifted & Talented Teachers, Principal, Region III - ESC Staff, Response to Intervention Teachers, Teacher(s) | August to June | (F)Title I, (F)Title III Bilingual / ESL, (O)Local Districts | Summative - PEIMS report will reflect a decrease of 5% in number of discipline referrals. |
| Implement the "Sunshine" Committee to increase positive staff climate. (Title I SW: 1,3) | Teacher(s) | August to June | (L)Sunshine Club | Summative - An increase of 10% participation by staff. Teacher surveys will reflect positively. |
| Sivells will host 9 Birthday Celebrations as a staff incentive. (Title I SW: 1,3) | Assistant Principal, Principal, Teacher(s) | August to June | (L)Sunshine Club, (O)Local Districts | Summative - 9 Sign in sheets. Monthly birthday acknowledgements, gatherings, feedback in teacher survey. |
| Create a CAT (Campus Advisory Team) in order for all areas of staff can have input and make decisions in the best interest of the campus. (Title I SW: 3) | Counselor(s), Lead Teacher, Principal | September 2016 | (O)Local Districts | Summative - 100 % of CAT members will attend monthly meetings as evidenced by sign in sheets. |
| Support and monitor the PBIS team to ensure proper program usage of the PBIS strategies and to address discipline behaviors and discipline tiers. (Title I SW: 1,2,9,10) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Principal, Teachers | Aug - June | (L)Business Partnerships, (L)Grant, (O)Local Districts | Summative - A monthly decline in office referrals over the course of the year as documented in PEIMS. |

C G SIVELLS EL

Goal 6. Sivells will continue to nurture a positive and friendly culture through staff events, celebrations, and use of PBIS supported conscious discipline curriculum and Champs discipline approach which will increase our teacher attendance rate by 5% and student attendance rate by 2%.

Objective 3. We will reduce the rate of home suspensions for any over-represented race/ethnicity group by 10%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|----------------|--|--|
| Work with campus counselors and special program facilitators on providing coaching, consultation and problem solving to support school-wide and classroom behavioral management systems. (Target Group: All) (Title I SW: 1,2,7,9,10) (Target Group: H, AA, PRE K, K, 1st, 2nd) | Assistant Principal(s), Counselor, Principal | August to June | (F)Title I, (F)Title III Bilingual / ESL, (O)Local Districts | Summative - 100% of students in an over represented race/ethnic group will visit with counselor and/or administrator following a discipline referral. Sign Referral indicating conference. |
| Follow Conscious Discipline model of behavior self-regulation and management in Pre-Kindergarten. (Target Group: All) | Assistant Principal(s), Principal, Teacher(s) | August to June | (F)Title I, (F)Title III Bilingual / ESL, (O)Local Districts | Summative - PreK Teacher EOY TTESS reports indicating a proficient level on Domain III. |
| Provide counseling to students two times a week who have been put on a BIP. (Title I SW: 1,2,9,10) (Target Group: H, AA, PRE K, K, 1st, 2nd) | Assistant Principal(s), Counselor, Principal | August to June | (F)Title I, (O)Local Districts | Summative - Counselor monthly reports will reflect meeting with 100% of students on a BIP. |
| Sivells will call 100% of parents of students getting a referral in order to have a phone conference to ensure parental support and continued communication. (Title I SW: 1,6,9) (Target Group: H, AA, ECD, LEP, At Risk, PRE K, K, 1st, 2nd) | Assistant Principal, Principal | Aug - June | (O)Local Districts | Summative - 100% of PEIMS reported referrals will have evidence of parent phone calls including phone number, date, and time. |

C G SIVELLS EL

Goal 6. Sivells will continue to nurture a positive and friendly culture through staff events, celebrations, and use of PBIS supported conscious discipline curriculum and Champs discipline approach which will increase our teacher attendance rate by 5% and student attendance rate by 2%.

Objective 4. Improve positive recognition for staff and decrease absenteeism by 10%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------------|--|--|
| Increase positive recognition for perfect attendance of staff members by providing awards and incentives such as monthly celebrations and luncheons. (Target Group: All) (Title I SW: 3,5) | Assistant Principal(s), Counselor, Principal, Teacher(s) | August to June | (L)Business Partnerships, (O)Local Districts | Summative - Reduce absences by 10% from last year's data, conferences, walk-throughs, campus culture/climate survey, PEIMS reports |
| Provide appreciation tickets and other incentives for staff development attendance and perfect attendance. (Target group: All) (Title I SW: 1,3) | Assistant Principal(s), Principal | August to June | (L)Business Partnerships, (L)Grant, (O)Local Districts | Summative - 10% reduction in teacher absence by PEIMS reports, surveys, and 75% teacher retention. |
| Provide goodies/refreshments at all faculty meetings and staff development. (Target Group: All) (Title I SW: 1,3) | Assistant Principal(s), Principal | August to June | (L)Business Partnerships, (L)Grant, (O)Local Districts | Summative - 10% reduction teacher absenteeism and 75% teacher retention. |
| Foster relational capacity by modeling team building strategies and brain breaks during faculty meetings. (Target Group: All) (Title I SW: 1,3) | Assistant Principal(s), Campus Instructional Technologist, Principal, Response to Intervention Teachers, Teachers | August to June | (L)Business Partnerships, (L)Grant, (O)Local Districts | Summative - 10% reduction of teacher absenteeism; 75% teacher retention, positive feedback from EOY staff survey |
| Foster relational capacity by providing team building activities, high fives, leave early tickets and "Tell me something good" share times and other incentives at meetings. | Lead Teacher, Principal, Teacher(s) | August-June | (O)Local Districts | Summative - Measured by increased positive comments on surveys and teacher retention rate of 75%. |
| Create a sunshine committee to provide monthly celebrations and goodies at holidays and for volunteer members. (Title I SW: 1,3) | Assistant Principal(s), Principal, Teachers | Sept - June | (L)Business Partnerships, (L)Grant, (O)Local Districts | Summative - 10% reduction in teacher absenteeism and 75% teacher retention. Increased positive remarks on surveys and teacher retention. |
| Create a courtesy committee to provide sympathy, showers and gifts as necessary throughout the year. (Title I SW: 1) | Assistant Principal, Counselor, PEIMS Personnel, Principal | Aug - June | (L)Business Partnerships, (L)Grant, (O)Local Districts | Summative - 10% decrease in teacher absenteeism. Increased positive surveys and 75% teacher retention rate. |
| Create Birthday celebrations by different departments to take place monthly - Breakfast will be served and shout outs for birthdays. (Title I SW: 1,3) | Assistant Principal(s), Lead Teacher, Principal | Aug - June | (L)Grant, (O)Local Districts | Summative - 10% decrease in teacher absenteeism, Increased positive surveys and 75% teacher retention. |

C G SIVELLS EL

- Goal 6.** Sivells will continue to nurture a positive and friendly culture through staff events, celebrations, and use of PBIS supported conscious discipline curriculum and Champs discipline approach which will increase our teacher attendance rate by 5% and student attendance rate by 2%.
- Objective 4.** Improve positive recognition for staff and decrease absenteeism by 10%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------|---|--|
| Sivells will implement "Tell Me Something Good." and staff shout outs at the beginning of each faculty meeting. (Title I SW: 1,3) | Assistant Principal, Principal, Teachers | Aug - June | (L)Business Partnerships, (L)Grant, (O)Local Districts | Summative - Sivells will have a 10% decrease in teacher absenteeism, 75% teacher retention rate and positive feedback on EOY staff survey. |
| Sivells will send two Bilingual Teachers and the counselor to a Bilingual Conference in order to support and retain Bilingual Teachers. (Title I SW: 1,3,7,9,10) (Target Group: ESL, LEP, At Risk, PRE K, K, 1st, 2nd) | Assistant Principal, Director of Student Services, Principal | October | (F)Title III Bilingual / ESL, (O)Local Districts | Summative - 80% retention rate of Bilingual teachers. |

C G SIVELLS EL

Goal 6. Sivells will continue to nurture a positive and friendly culture through staff events, celebrations, and use of PBIS supported conscious discipline curriculum and Champs discipline approach which will increase our teacher attendance rate by 5% and student attendance rate by 2%.

Objective 5. We will actively seek and recruit quality personnel for our campus to maintain a 75% retention rate.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-------------------|--|--|
| Sivells will participate in job fairs both locally and in the surrounding regions (Title I SW: 1,3) (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal, Principal | Ongoing as needed | (O)Local Districts, | Summative - Increased teacher retention rate to 75% and procure 4 more bilingual teachers. |
| Advertise on social media, websites such as Facebook, Instagram, Twitter and our district and campus websites for all needed teachers areas, levels, with a special focus on Bilingual Teachers. (Target Group: All, PRE K, K, 1st, 2nd) | Assistant Principal(s), Personnel Director, Principal | On going | (O)Local Districts | Summative - Sivells will show increase to 75% retention rate and improve quality of personnel. |
| Sivells will offer 4 Bilingual Teachers the Esperanza training to offer support and guidance. (Title I SW: 1,3,4,5,9,10) (Target Group: ESL, LEP, PRE K, K, 1st) | Assistant Principal, Director of Student Services, Principal, Teacher(s) | October | (F)Title I, (F)Title III Bilingual / ESL, (O)Local Districts | Summative - Sivells will retain 80% of its Bilingual teachers. |
| Sivells will order Bilingual Library Books, station activities, and any other materials requested for the classroom by Bilingual teachers. (Title I SW: 1,2,3,7,10) (Target Group: ESL, LEP, At Risk, PRE K, K, 1st, 2nd) | Assistant Principal, Director of Student Services, Principal | Aug - Sept | (O)Local Districts | Summative - Sivells will retain 80% of Bilingual Teachers. |
| Sivells will promote teachers getting their ESL supplement by supporting them with Professional Development ESL Review classes and providing school time for them to take their test. (Title I SW: 1,3,4,7,9,10) (Target Group: ESL, At Risk, PRE K, K, 1st, 2nd) | Assistant Principal, Director of Student Services, Principal, Teachers | Aug - June | (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (O)Local Districts | Summative - Sivells will have an increase of 10% of staff ESL certified. |

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Sivells Elementary School is a Pre-K to 2nd grade campus within the Wharton Independent School District. It currently has an enrollment of 580 students. This school opened in 1952, and it serves lower income to middle income families. Our student population is 63% Hispanic, 26% African American, 10% Anglo American, 2% Hispanic/African American, and 1% Asian. That population is 54% male and 46% female while 95% of our students are on free or reduced lunch. There are 22 students in our GT program, 5 students in protective custody, 26 students retained and 14 students listed as homeless. We have 7 students placed in our academics for life and we have no migrant students.

Sivells has a mobility rate of 7.9%

The teaching staff at Sivells contains 39 teachers and 23 instructional aides which consists of 55% Anglo Americans, 34% Hispanic American and 11% African American. There are 60 females and 2 males. This staff has an overall average of 11.5 years of experience, while 36% of our staff has less than 5 years instructional experience. Our average student to teacher ratio is 19.1 students per teacher.

Demographics Weaknesses

1. Staff retention is a weakness.
2. Faculty demographics do not match student demographics.
3. All sub populations need to be successful.

Demographics Needs

1. Maintain a higher staff retention.
2. Continue training programs for incoming new staff members.
3. Programs that give our disadvantaged populations experiences (field trips, cultural diversity performances, and field experiences)
4. Strengthen partnerships and support from the public for reading, sharing and mentoring.

Demographics Summary

School demographics helps us understand the characteristics of who we are currently educating. It helps us decide how to implement strategies, programs and services to

Comprehensive Needs Assessment

Demographics Summary (Continued)

meet the needs of our population. Attendance is monitored by teachers and a PEIMS clerk. Those with a high volume of absences are set to a truancy diversion class to help stress the importance of attending school. Staffs ensure student coding is correct such as ethnicity, economically disadvantage,GT, Migrant, At-Risk and special education.

Administrators and teachers consistently use and view progress monitoring to make sure students are academically successful and to reduce the retention rate. Procedures for overseeing demographic concerns include verifying daily attendance, and allotting time for teacher and parent conferences.

Student Achievement

Student Achievement Strengths

74% of 2nd grade students were reading on grade level or above according to DRA2 end of year data. 2nd grade students reading on or above grade level increased 5% from the beginning of the year with increasing expectations as the year progressed.

72% of 1st grade students were reading on grade level or above according to DRA2 end of year data. 1st grade students reading on or above grade level increased 12% from the beginning of the year with increasing expectations as the year progressed.

99.4% of Kindergarten students were developed in letter identification according to the end of year TPRI data. Kindergarten students developed in letter identification increased 29.4% from the beginning of the year.

99% of Kindergarten students were developed in letter sound recognition according to the end of year TPRI data. Kindergarten students developed in letter sound recognition increased 44% from the beginning of the year.

72% of 2nd grade students' reading accuracy was at an independent level according to the end of year TPRI data. 2nd grade students' reading accuracy at an independent level increased by 12% from the beginning of the year.

Student Achievement Weaknesses

60% of Kindergarten students were developed in story comprehension according to the end of year TPRI data.

62% of 1st Grade students were developed in story comprehension according to the end of year TPRI data.

63% of 1st Grade students were developed in story comprehension according to the end of year TPRI data.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

59% of 1st grade students' reading accuracy was at an independent level according to the end of year TPRI data.

Student Achievement Needs

Based on Sivells campus data analysis and information from DRA2 / EDL2, TPRI / Tejas Lee, and Renaissance Star 360 the areas of need are identified and listed below:

Reading - story comprehension for Kindergarten, 1st and 2nd Grades

Math - Number and Operations, Algebraic Reasoning for Kindergarten, 1st and 2nd Grades

Student Achievement Summary

Sivells Elementary will continue to monitor the progress of students reading levels and make instructional decisions based on progress monitoring data to ensure student growth. Intervention for struggling students will be offered in the classroom and with the Sivells RTI team. Common assessments will be used to progress monitor students' learning of the standards with a special focus on readiness standards to improve reading comprehension. To track and discuss students' learning, teachers will meet weekly to collaboratively discuss instruction for students based on data led by Instructional Facilitators and Instructional staff. On-site professional development lead by Instructional Facilitators and Instructional staff will be ongoing and provided on a weekly basis with a focus and tier 1 instruction and best practice teaching strategies.

School Culture and Climate

School Culture and Climate Strengths

Administrator open door policy is an effective means of listening to parent concerns and establishing a positive rapport between our parents and the school. 92% of Sivells students are pleased with the culture and climate of the school and 89% feel the school is a safe place. This compares well to the parent and teacher survey in which 88% feel Sivells is a safe school and 71% believe Sivells has a good culture and climate. Parents report office staff is helpful. Parent/Teacher conferences were successful.

When it comes to discipline, our teachers have implemented three policies that have reduced issues. Sivells has adopted Conscious Discipline, CHAMPS and Capturing

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Kids Hearts as discipline management systems. These are taught and supported by an active Positive Behavior Intervention Support team. These measures have led to a decrease in discipline referrals. There is a shift in focus from reprimanding inappropriate behaviors to praising and rewarding desired behaviors. Students are seen placing value on working toward success; work very hard to get caught being good. There are scheduled recognitions of academic achievement school wide.

There is a focus on celebrations of success. PBIS school wide expectations and incentive systems will become part of the school culture.

At this time we have three extracurricular activities in which students may participate. They are Painted Ponies, Glee and Fuel up to play 60. We also participate in all available UIL academic competitions.

The staff, students and community are appreciative of the beautification of the Sivells campus. The Butterfly Garden, for example, is also a memorial to past educators and students. The community and staff have come together to begin an over hall and remodel. Students have raised butterflies to live in the habitat.

School Culture and Climate Weaknesses

Positive reinforcement for desired behavior needs to significantly increase.

We have imitations on the number of students able to participate in the extracurricular activities.

The cost of the extracurricular participation may be an issue to some.

Fear and distrust of parents of poverty or color.

Limited vertical planning need to work on forming collaborative relationships among staff members.

School Culture and Climate Needs

Continued creating and trying to lower the level 2 referrals.

School needs to continue to transition from all day ISS as the consequence of choice to more age appropriate time outs and return to instruction.

Implementation of expectations across common areas are still in need of consistency.

Ongoing development of PBIS strategies and interventions to ensure a safe and positive school environment.

Data results indicate need in increase of equity in discipline management and referrals school wide.

Need to adjust distrust and fear of parents of poverty and color.

We have a need for more extracurricular activities.

School Culture and Climate Summary

School culture and climate have been in transformation last year and this year. The need to improve our customer service and make Sivells a more welcoming place for parents and students is paramount to our CIP. We are continuing to support our staff in accessing culturally responsive strategies which will best support success in our

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

100% teachers at Sivells are highly qualified.
100% teachers with G/T students are certified to teach GT students
100% teachers with Bilingual/ESL students are Bilingual or ESL Certified teachers
100% teachers working with Special Education students are certified in Special Education

Increase number of staff CPI certified.
New teachers are provided a mentor.
New teachers are given the opportunity to observe peers during instruction time.
Teachers are involved in the hiring process.
Professional Development opportunities.
Welcoming Committee and Sunshine Club for Teachers.
Numerous incentives for teachers throughout the year.
Data is used regularly to support, determine and ensure a high quality teaching staff.

Weekly "Shout outs" and grade level "Tell Me Something Good" to recognize successes

Monthly Birthday celebrations.

Teacher "Early Release" tickets for extra efforts.

Social Gatherings-Bowling, Family Movie Night, Christmas Party, Spring Family Picnic

Staff Quality, Recruitment and Retention Weaknesses

Large turnover rate this year.

Years of teacher experience low.

Even with the School Board increasing our teacher's pay scale, we are still quite a bit below the larger districts within a 50 mile radius. Therefore, many teachers, especially the new graduates, elect to go to the larger schools.

In regard to Bilingual Teachers, we do not provide as large of stipend or salary increase as other schools in our area.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

A large number of teachers at Sivells are new to teaching or their grade level; therefore, professional development throughout the year is imperative.

Learning walks.

Develop teacher classroom management skills.

Need more instructional assistants.

Need a Math/Science Instructional Coach.

Increase number of ESL certified teachers.

Increase number of CPI certified teachers

Provide continuous support to retain quality staff members.

Staff Quality, Recruitment and Retention Summary

Our campus uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. The hiring committee then discusses and assists in making the decisions as to whom to recommend for hire when vacancies are present. In addition, administrators conduct walk throughs weekly to observe and assess the quality of teaching in each classroom. Administrators provide constructive feedback timely and all information is posed on DMAC in which teachers can access. If needed, administrators meet with teachers to provide further feedback in which goals are set and instructional procedures are discussed. The TTESS timelines are followed throughout the school year. Teacher TTESS performance records are kept by the principal. The principal also provides observations and evaluations to paraprofessional staff, the counselor, and the assistant administrators.

Novice teachers are provided a mentor to help them be successful in the classroom.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Sivells Elementary has many experienced teachers who have great knowledge and expertise in the grade levels they teach. These veteran teachers will assist new

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

teachers in curriculum development and instruction throughout the year. Sivells will utilize the district and campus instructional coaches to assist our new staff members, as well as, assigning a veteran teacher to serve as a mentor for each first year teacher. Formative and summative assessments such as DRA2, TPRI, Star Renaissance 360, CLI benchmarks and curriculum based assessments will be used to track instructional strengths and weaknesses of students' academic ability. Teachers share common planning periods to allow for collaboration and planning and have an extra hour of collaborative team meeting time each week. Data driven instruction is continuously discussed during weekly grade level and faculty meetings.

Curriculum, Instruction and Assessment Weaknesses

After reviewing TPRI data, it is evident that students seem to struggle in the area of story comprehension in grades Kindergarten, 1st, and 2nd. The EOY data for 2nd grade shows a decrease in the percentage of developing students in this area. We will continue to monitor student progress on a regular basis throughout the school year and teachers will provide extra instructional activities in the classrooms in an effort to increase Sivells students' story comprehension skills.

Curriculum, Instruction and Assessment Needs

Based on the results of TPRI data, Sivells Elementary students need to improve their reading comprehension skills in order to increase growth in this academic area.

Curriculum, Instruction and Assessment Summary

District adopted initiatives such as our balanced literacy program will continue to be implemented on the Sivells campus. Pre-Kindergarten students will be screened 3 times a year using the Children's Learning Institute assessment tool. Kindergarten students will be screened 2 times a year using the DRA2, and 3 times a year using TPRI, Star 360 Reading, Star 360 Early Literacy, and Star 360 Math assessments. 1st and 2nd grade students will be screened 3 times a year using the DRA2, TPRI, Star 360 Reading, Star 360 Early Literacy, and Star 360 Math assessments. Students will be monitored on an individual basis with focused attention on academically fragile student groups. Rtl instruction will be provided to all tier II and tier II students in the classroom. Tier II students will receive pull out intervention services daily for 30 minutes. Frequent walk-throughs will be completed by administrators to ensure that high yield strategies are being implemented daily.

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Sivells has very strong parental and community involvement. Sivells participates in the following activities and community events: Veterans Day, Six Weeks and Year End Awards, Community Service Projects, Parent Volunteer opportunities, and educational partnerships. These events are very well attended by parents and community members.

Parents and community members are recruited to volunteer for our SBDM team and to help up create links and opportunities for community and business input and support.

Some of the partnerships Sivells have fostered have been with HEB, the MEHOP Mobile Health lab, Dentist, McDonalds and local churches.

Sivells also participates in Blessings in a Backpack to support our students who may not have enough to eat.

Our two predominant languages are English and Spanish. We use the call out system in both languages and translate our letters and information that is sent home.

Family and Community Involvement Needs

1. Sivells needs various counselor programs to help parents support Sivells academic and behavioral programs.

Family and Community Involvement Summary

Sivells Elementary has a warm and inviting atmosphere and welcomes all parents, community members and district staff. The staff works well with district personnel in informing parents of all parental involvement meetings and activities. Weekly meetings are held by grade levels to inform parents of different topics such as curriculum, assessment, safety, nutrition, health and wellness, etc. via a newsletter. Sivells parents are encouraged to volunteer in any area, but we have special groups for reading and volunteering. A teacher workroom is available for parents who come in to volunteer and work in assisting with instructional material preparation. All parents are given the opportunity to sign up to receive grades and other school communications via Facebook etc.. Parents are invited to engage in activities throughout the year such as campfire reading, open house, and report card pick-up.

School Context and Organization

School Context and Organization Strengths

Sivells Elementary has incorporated the following:

Newsletter addressing content, assessments, extracurricular offerings, special parent programs.

School website, Grade level websites, and Facebook Page as forms of communication

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

School Messenger used regularly for communication purposes.

Structured CTM time that focuses on the ideals behind PLC's utilizing protocols that will lead to effective collaboration amongst grade level teachers and increase student achievement.

Participation by all staff members on campus special committees.

Teams working in unity for various campus duties and needs.

Schedules for support services.

Emergency Operation Plan

Campus Safety

Campus Designated Committees in place.

Fuel Up to Play 60

Glee Club

Painted Ponies

School Context and Organization Needs

To continue enhancing a quality education for all students, the instructional leaders and staff at Sivells will do the following:

SLT will meet regularly to address vertical alignment

Continue Instructional Coaching/Planning (deconstructing the TEKS)

Engage in effective planning using the CTM model

Optimize active instructional time throughout all grade levels (bell to bell instruction as well as appropriate times of instruction for specific content areas).

Beginning of the year: all specials programs collaborate with grade levels regarding student expectations, student needs/information, review of IEP/BIP's with teams

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

(dyslexia, RTI, etc.)

More support needed from Special Education and District resources to assist with strategies to assist with Special Needs students.

Follow SBDM Agenda closely - discussing only those listed items.

Even more communication will take place between the campus administration and school faculty through technology and weekly newsletters.

Add an additional student activity after school.

Add a Science night

School Context and Organization Summary

Sivells Elementary is a campus that provides opportunities for all students to receive a quality academic education as well as a social and emotional learning enabling them to become successful in a global society.

Our school is a Title 1 school with approximately 75% of our students are At Risk and approximately 95% of our students are on free or reduced lunch.

Our school conducts periodic evaluations of campus performance in all aspects of the working components of the campus. The CNA surveys provide the SBDM and various campus based committees, administration and grade levels with input as to what and how the operations of our campus are conducted, thus providing feedback on all programs that our campus operates utilizes.

Scheduled SBDM, Faculty, CTM, CAT, PBIS and grade level meetings are conducted weekly, biweekly, and monthly to address campus issues that ensure the organization of the school is appropriate to the needs of the campus.

Technology

Technology Strengths

Sivells utilizes district technologists on a regular basis for training, planning and troubleshooting. All core instructional teachers are incorporating student use of technology in reading and math daily along with interactive smart board technology. All 2nd grade classrooms have been equipped with 4 kindles and 3 student desktop computers for student use. All 1st grade classrooms have been equipped with 4 Chromebooks for student use. All Kindergarten classrooms have been equipped with 4 I Pads for student use. All Pre K classrooms have been equipped with interactive projectors and 3 desktop computers. Wi-Fi access and availability has increased in classrooms campus wide.

Comprehensive Needs Assessment

Technology Weaknesses

Sivells classroom set up in Kindergarten, 1st and 2nd grades with smart board interactive technology and projectors continues to be a struggle because of access cords and the mid-room location of projectors.

Technology Needs

Sivells will continue to work towards increasing interactive technology in all classrooms. Wi-Fi coverage in other areas on campus such as the gym and cafeteria are currently being assessed. Sivells needs an additional computer lab for the instructional use and implementation of technology for students. Each 2nd grade classroom needs two additional kindles for the implementation and use of MyON for small group instruction.

Technology Summary

Using the campus inventory, efforts will be made to update technology as needed. Students will be provided several opportunities each week to use technology due to district initiatives. Sivells currently has one computer lab, and all instructional core classrooms are equipped with a few kindles, I Pads, Chromebooks or students computers. All students have some daily access to interactive technology.

Comprehensive Needs Assessment Data Sources

Community Demographics
Community Input
Discipline Referrals
District Policies
Failure Lists
Federal Program Guidelines
Highly Qualified Staff
Homeless Students
Mobility Rates
Parent Participation
PEIMS Reports
Progress Monitoring Tools
Promotion/Retention Rates
Report Card Grades
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents
TPRI Data
Universal Screener Data
Wharton Independent School District

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.