

C G SIVELLS EL

2022-2023 Campus Improvement Plan

2022/2023

Where learning adventures begin!



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Date Reviewed:

DMAC Solutions ®

Date Approved:

C G SIVELLS EL

Mission

The mission of Sivells Elementary is to foster a love for learning by inspiring and teaching in a safe and secure environment.

Vision

The vision of Sivells Elementary is to empower all students to be successful by fostering a love for learning.

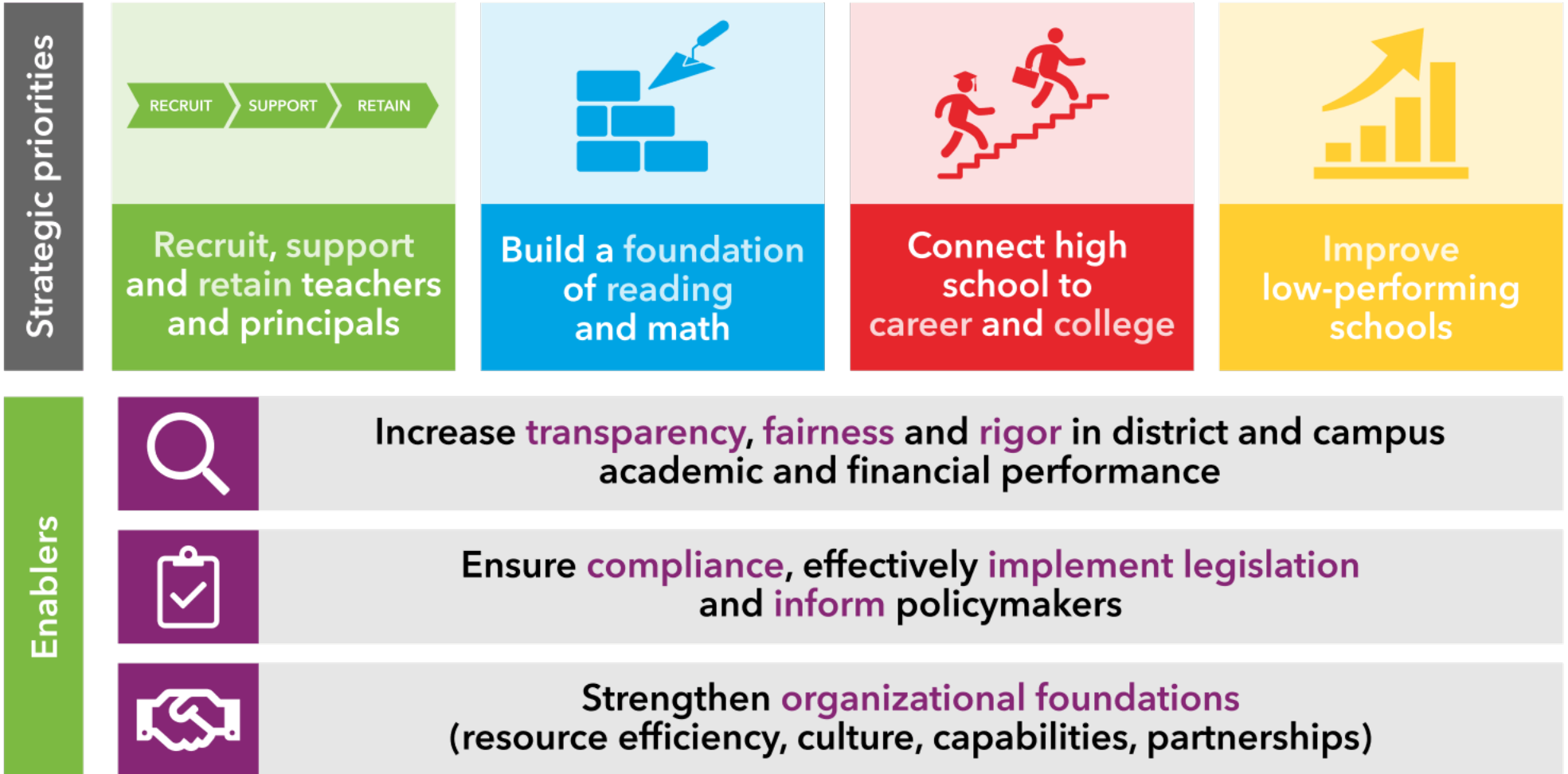
Nondiscrimination Notice

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.

Site Base Decision Making Committee

Name	Position
Villarreal, Amalia	Principal
Grissom, Donna	Assistant Principal
Turner, Kenneth	Assistant Principal
Williams, Landy	Security/District Representative
King, Abby	Community Representative
Williams, Kim	Reading Interventionist
Garza, Anita	Counselor
Evans, Kelli	PK Teacher
Vogt, Mary	1st Grade Teacher
Marconi, Sabrina	Kindergarten Teacher

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

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Goal 1. Focus on aligning all curriculum and assessments to TEKS resource and PK Guidelines to better prepare our students for academic success.

Objective 1. Sivells will establish an effective ELAR curriculum to improve instruction for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement the vocabulary initiative by incorporating the campus word of the week which comes from content academic vocabulary. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agenda and sign-in sheets; Data from diagnostic screeners 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
2. Support for Pre Kindergarten with the implementation of 'Writer's Workshop' to foster pre-writing skills through journaling. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; Writing data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
3. Teachers will utilize data and a planning binder throughout the year with the implementation of ongoing grade level planning and data digs. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agenda and sign-in sheets; Data from diagnostic screeners and unit assessments 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
4. Implement daily PLCs for continued curriculum and instruction collaboration, professional development, and Data Digs. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1)	Assistant Principal, Instructional Facilitator, Principal, Teachers	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; Diagnostic and Unit Assessment

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Objective 1. Sivells will establish an effective ELAR curriculum to improve instruction for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
5. Kindergarten and 1st-grade teachers will utilize our state-adopted curriculum, 'HMH', and strategies from 'Write from the Beginning and Beyond' to foster student writing skills. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.2)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(O)Local Districts, (S)Local Funds	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; Unit Assessment data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
6. Core instruction teachers will attend HB3 Reading Academy and complete ongoing training modules throughout the school year. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1)	Assistant Principal, Principal, Teacher(s)	August 2021-May 2022	(O)Local Districts	Criteria: HB3 coursework completion certificates 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - Significant Progress
7. Sivells will implement the Balanced Literacy framework. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 5.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(O)Local Districts, (S)Local Funds	Criteria: Review of weekly lesson plans to identify balanced literacy components; follow-up with teachers to ensure use of balanced literacy components; documentation from PLC meetings and teacher observations 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
8. Implement a Reading Night, inviting students and their parents to practice good reading strategies. (Title I SW Elements: 3.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	November 2021	(O)Local Districts, (S)Local Funds	Criteria: Completed Parent/Student Sign-In sheet; Increased parents' awareness of

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Objective 1. Sivells will establish an effective ELAR curriculum to improve instruction for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.4)				the Math and Science TEKS; completed parent survey 02/08/22 - Completed 12/07/21 - Completed
9. Sivells will partner with Wharton HEB to implement the Read 3 Read In event to promote Literacy. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Principal, Teacher(s)	October 2021	(O)Local Districts	Criteria: Participation in the program 02/08/22 - Completed 12/07/21 - Completed

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Goal 1. Focus on aligning all curriculum and assessments to TEKS resource and PK Guidelines to better prepare our students for academic success.

Objective 2. Sivells will implement the McGraw Hill Open Court phonics program and the Estrellita Spanish program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement literacy walkthroughs using Balanced Literacy/Open Court criteria and initiate support with the ELAR specialist when needed. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
2. Utilize Open Court PD and online training to support teachers with the continued implementation of the program. (Title I SW Elements: 2.5) (Target Group: K,1st) (Strategic Priorities: 2) (ESF: 5.1)	Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
3. Follow the timeframe and components of Open Court as presented. (Title I SW Elements: 2.5) (Target Group: K,1st) (Strategic Priorities: 2) (ESF: 5.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Lesson plans; Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
4. Use mClass data to close students' phonics learning gaps through small-group Tier instruction. (Title I SW Elements: 2.5) (Target Group: K,1st) (Strategic Priorities: 2) (ESF: 5.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; Diagnostic Data 05/09/22 - Completed 02/08/22 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				12/07/21 - On Track
5. Utilize the Language for Learning Phonemic Awareness component for PK-4 students. (Title I SW Elements: 2.5) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Diagnostic Data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
6. PK-4 and Kindergarten bilingual teachers will implement the Spanish Estrellita foundational reading skills program. (Title I SW Elements: 2.5) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Lesson Plans 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track

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Goal 1. Focus on aligning all curriculum and assessments to TEKS resource and PK Guidelines to better prepare our students for academic success.

Objective 3. Sivells will be engaged in the development of a systematic curriculum framework.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the Fundamental 5 lesson plan template for instructional planning. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; Lesson plan teacher feedback 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
2. The campus will align TEKS Resource System components such as the scope and sequence, instructional focus documents, and unit maps with HMH. (Title I SW Elements: 2.5) (Target Group: K,1st) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; Data from unit assessments 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
3. Utilize HMH Reading assessments to adjust and monitor instruction. (Title I SW Elements: 2.5) (Target Group: K,1st) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Criteria: Completed curriculum and instruction PLC Data Dig agendas and sign-in sheets; Data from unit assessments 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
4. PK-3 and PK-4 teachers will use the Frogstreet curriculum to plan their ELAR instruction and PK-4 will use Language for Learning to develop oral language skills. (Title I SW Elements: 2.5) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agenda and sign-in sheets; Lesson Plans 05/09/22 - Completed 02/08/22 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				12/07/21 - On Track
5. Implement the Zaner-Bloser Handwriting program which aligns with the updated ELAR TEKS. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agenda and sign-in sheets 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track

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Goal 1. Focus on aligning all curriculum and assessments to TEKS resource and PK Guidelines to better prepare our students for academic success.

Objective 4. Sivells will integrate technology as an instructional learning tool.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Amplify Reading (Spanish/English) and Learning A-Z Raz Kids for independent reading practice and comprehension. (Title I SW Elements: 2.5) (Target Group: K,1st) (Strategic Priorities: 2) (ESF: 4.1)	Instructional Facilitator, Teacher(s)	August 2021-May 2022	(O)Local Districts	Criteria: Diagnostic Data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
2. Utilize CLI and mClass to assess and screen students in Reading. (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teachers	August 2021-May 2022	(O)Local Districts, (S)Local Funds	Criteria: Diagnostic Data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
3. Students will use iPads, Chromebooks, desktops, and Kindles for independent learning in ELAR stations. (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teachers	August 2021-May 2022	(L)Grant, (O)Local Districts, (S)Local Funds	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agenda and sign-in sheets; Diagnostic Data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
4. Utilize Interactive projectors in all core academic classrooms. (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Director of Technology, District Technology Integration Specialist, Principal, Teachers	August 2021-May 2022	(L)Grant	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agenda and sign-in sheets 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
5. Utilize the digital platform ABCmouse with PK-4 students. (Title I SW Elements: 2.5) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(O)Local Districts	Criteria: Diagnostic Data 05/09/22 - Significant Progress 02/08/22 - Significant Progress 12/07/21 - Some Progress

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Goal 1. Focus on aligning all curriculum and assessments to TEKS resource and PK Guidelines to better prepare our students for academic success.

Objective 5. Sivells will monitor student growth and adjust instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paraprofessionals will be utilized in all Pre K classrooms to offer additional instructional support to teachers. (Title I SW Elements: 2.5) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Principal, Teachers	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
2. Classroom teachers will provide Tier 1 and Tier 2 instructional support on a daily basis and Intervention teachers will provide Tier 3 instructional support. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teachers	August 2021-May 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: Tier 3 intervention logs provided by RTI teacher; Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction; Diagnostic Data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
3. Sivells is participating in the Effective Schools Framework (ESF). Sivells will focus on the essential action 4.1 - Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Principal, Teachers	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; Monthly ESF meetings; Submission of ESF required documentation 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
4. Afterschool tutorials will be offered in the fall and spring to address reading and math learning deficits. (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Principal, Teacher(s)	September 2021-April 2022	(O)Local Districts	Criteria: Attendance rosters; data from diagnostic screeners and unit assessments 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track

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Goal 1. Focus on aligning all curriculum and assessments to TEKS resource and PK Guidelines to better prepare our students for academic success.

Objective 5. Sivells will monitor student growth and adjust instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Teachers and students will use data tracking tools to monitor student growth. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; displayed data tracking tools in classrooms 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
6. Teachers will participate in PLC data digs to review data, monitor student growth, and adjust instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; Student data from Data Digs 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
7. Teachers will use Amplify Texas: Tutorials for instruction during tutorials to close student learning gaps. (Title I SW Elements: 2.6) (Target Group: K,1st) (Strategic Priorities: 2) (ESF: 4.1,5.4)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	October 2021-May 2022		Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; Student data from Data Digs 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
8. Utilize the Brigance developmental screener to measure early development and academic skills to assess child school readiness with PK-3 students. (Title I SW Elements: 2.5) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; Student data from Data Digs

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Goal 1. Focus on aligning all curriculum and assessments to TEKS resource and PK Guidelines to better prepare our students for academic success.

Objective 5. Sivells will monitor student growth and adjust instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track

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Goal 1. Focus on aligning all curriculum and assessments to TEKS resource and PK Guidelines to better prepare our students for academic success.

Objective 6. Sivells will establish an effective math curriculum to improve instruction for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 1. Focus on aligning all curriculum and assessments to TEKS resource and PK Guidelines to better prepare our students for academic success.

Objective 7. Sivells will implement a Science, Technology, Engineering, Mathematics (STEM) program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 1. Focus on aligning all curriculum and assessments to TEKS resource and PK Guidelines to better prepare our students for academic success.

Objective 8. Sivells will implement a systematic math curriculum framework.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 2. Recruit, develop, and retain a full staff of highly-qualified educators.

Objective 1. Sivells will implement a Science, Technology, Engineering, Mathematics (STEM) program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate STEAM (Science, Technology, Engineering, Art, and Math) boxes in all core classrooms. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(S)Local Funds	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets 05/09/22 - On Track 02/08/22 - On Track 12/07/21 - On Track
2. Utilize STEM (Science, Technology, Engineering, and Math) manipulatives in the Science Lab. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(S)Local Funds	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
3. Host a Math Night inviting students and their parents to dig into Math and Science TEKS. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1)	Assistant Principal, Instructional Facilitator, Principal(s), Teacher(s)	January 2021-May 2022	(S)Local Funds	Criteria: Completed Parent/Student Sign-In sheet; Increased parents' awareness of the Math and Science TEKS; completed parent survey 02/08/22 - Discontinued 12/07/21 - Some Progress

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Goal 2. Recruit, develop, and retain a full staff of highly-qualified educators.

Objective 2. Sivells will implement a systematic math curriculum framework.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the Fundamental 5 lesson plan template for instructional planning. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; Lesson Plan teacher feedback 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
2. Utilize the TEA Eureka Math pilot module assessment. (Title I SW Elements: 2.5) (Target Group: K,1st) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets; assessment data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
3. PreK-3 and PreK-4 teachers will use the Frogstreet curriculum to plan their Math instruction. (Title I SW Elements: 2.5) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agenda and sign-in sheets; Lesson plans 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track

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Goal 2. Recruit, develop, and retain a full staff of highly-qualified educators.

Objective 3. Sivells will monitor student growth and adjust instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom teachers will provide Tier 1 and Tier 2 instructional support on a daily basis and intervention teachers will provide Tier 3 instructional support. (Title I SW Elements: 1.1,2.5) (Target Group: K,1st) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3,5.4)	Assistant Principal, Instructional Facilitator, Principal, Response to Intervention Teachers, Teacher(s)	August 2021-May 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: Tier 3 intervention logs provided by RTI teachers; Tier 2 interventions data from T-TESS walkthroughs/observations and instructional rounds; Diagnostic Data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
2. Sivells is participating in the Effective Schools Framework (ESF). Sivells will focus on the essential action 4.1 - Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Completed curriculum and instruction PLC agendas that include objective-driven lesson plans and sign-in sheets 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
3. After-school tutorials will be offered in the fall and spring to address Math learning deficits. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3,5.4)	Assistant Principal, Principal, Teacher(s)	August 2021-May 2022	(O)Local Districts	Criteria: Attendance rosters; data from diagnostic screeners and unit assessments 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
4. Teachers and students will use data tracking tools to monitor student growth. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I	Criteria: Data from T-TESS walkthroughs/observations and instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
5. Teachers will participate in PLC data digs to review data, monitor student growth, and	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(F)Title I, (O)Local Districts	Criteria: Data from T-TESS walkthroughs/observations and

C G SIVELLS EL

Goal 2. Recruit, develop, and retain a full staff of highly-qualified educators.

Objective 3. Sivells will monitor student growth and adjust instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
adjust instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)				instructional rounds; Completed curriculum and instruction PLC agendas and sign-in sheets 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track

C G SIVELLS EL

Goal 3. Foster a positive, safe, and collaborative campus culture.

Objective 1. Sivells will increase collaboration among instructional leaders with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Sivells Leadership Team will meet together weekly for collaboration and planning. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1)	Assistant Principal(s), Counselor, Principal	August 2022-May 2023	(F)Title I	Criteria: Weekly Meeting Agendas and Sign-In Sheets
2. Sivells Leadership Team maintains effective communication to staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,3.1)	Assistant Principal, Counselor, Instructional Facilitator, Principal	August 2021-May 2022	(O)Local Districts	Criteria: Daily announcement agendas; weekly Paw Print; monthly staff meeting agendas and sign-in sheets 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
3. Participate in monthly district training and a book study entitled "Deliberate Excellence". (Title I SW Elements: 2.4,2.5) (Target Group: All) (ESF: 3.1,4.1)	Principal	August 2021-May 2022	(O)Local Districts	Criteria: Decreased discipline referrals; Reflection and implementation of strategies from the book study 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
4. Participation in regularly scheduled daily PLCs. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1.1,3,4,5)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2021-May 2022	(O)Local Districts	Criteria: PLC schedule, agenda and sign-in sheets; DDI review data; Teacher T-TESS and instructional rounds; lesson plans 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track

C G SIVELLS EL

Goal 3. Foster a positive, safe, and collaborative campus culture.

Objective 2. Promote safety and the social and emotional well-being of students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Follow the campus wide safety plan to protect all students and staff. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)	Assistant Principal, Principal, Teacher(s)	August 2022-May 2023	(O)Local Districts	Criteria: Monthly safety drills; documentation from Security Department 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
2. Implement and monitor PAX Good Behavior Game. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,5.1)	Assistant Principal, Principal, Teacher(s)	August 2022-May 2023	(O)Local Districts	Criteria: 100% of teachers will show evidence of program use in classrooms; Increased positive office referral data; Decreased office referral data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
3. Integrate weekly social-emotional classroom lessons through weekly specials rotation. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)	Counselor, Teacher(s)	August 2022-May 2023	(O)Local Districts	Criteria: Weekly counselor report; Student office referral data 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
4. Partner with the Community in Schools coordinator to support our students, families, and staff. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3)	Assistant Principal, Counselor, Principal	August 2022-May 2023		Criteria: Community in Schools documentation 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
5. Implement the FRED movement by reviewing the book, "The FRED Factor!", and building a FRED Committee to participate in ongoing training, and incorporating various culture-building initiatives. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1)	Assistant Principal, Counselor(s), Principal, Teachers	August 2022-May 2023		Criteria: FRED of the Week and FRED of the Month; reduced discipline referrals 05/09/22 - Completed 02/08/22 - On Track 12/07/21 - On Track
6. 1st-grade students will participate in the	Assistant Principal,	October 2022-	(O)Local Districts	Criteria: Community in Schools

C G SIVELLS EL

Goal 3. Foster a positive, safe, and collaborative campus culture.

Objective 2. Promote safety and the social and emotional well-being of students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
HEB Buddy League (anti-bullying) program. (Title I SW Elements: 2.1) (Target Group: 1st) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Counselor(s), Principal, Teacher(s)	October 2022		documentation; Decreased discipline referrals 05/09/22 - Discontinued 02/08/22 - On Track 12/07/21 - On Track
7. Partner with community members to implement Sivells PAWS-"Positive Action with Students" to promote positive relationships to support students. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Assistant Principal, Counselor(s), Principal, Teacher(s)	October 2021-May 2022	(O)Local Districts	Criteria: Community in Schools documentation; Decreased office referrals 05/09/22 - Some Progress 02/08/22 - Some Progress 12/07/21 - Some Progress

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Sivells Elementary School is a Pre-K-3 to 1st-grade campus within the Wharton Independent School District. We currently have an enrollment of 423 students for the 2021-22 school year. The school opened in 1952, and it serves lower income to middle-income families. Our student population is 53.19% Hispanic, 26.47% African American, 9.92% Anglo American, and .23% Asian. Within that population 86.76% of our students are on free or reduced lunch, 0 (0%) in foster care and 0(0%) students listed as homeless.

There are 4 students in our GT program, 6 504 students, 0 dyslexia students, 50 Limited English Proficient students, 47 special education students: 4 Resource in-class support, 36 speech only and 10 ECSE/Life-Skills.

The administrative staff consists of a Principal and one Assistant Principal. The teaching staff at Sivells contains 28 teachers and 16 paraprofessional support staff. Other staff members include a Counselor, 1 Instructional Facilitator, and an LVN.

Notes:

How has the enrollment changed over the past 4 years?

2020:486, 2019-546, 2018-19:486 , 2017-18:538; 2016-17:583; 2015-2016:635 We have a decrease in enrollment but this is reflective of 2nd grade moving to WES and PK-3 being added to SES.

Demographics Weaknesses

Due to COVID 19, there has been a lack of student educational opportunities, therefore student identification needs have increased.

Demographics Needs

There is a possibility that additional Rtl and behavior specialist support may be needed to serve our identified students as 2021-22 referrals are completed.

Demographics Summary

Comprehensive Needs Assessment

Moving forward, we will continue to meet the needs of all students by retaining high quality staff members. We will ensure that all student interventions and accommodations are being met. We strive to continue to increase our student population.

Student Achievement

Student Achievement Strengths

PK-4 students: 83% were at benchmark for Letter Naming and 90% for Math according to the end of year CLI results.

Kindergarten students: 62% were at benchmark for Letter Naming and 61% for Counting according to the end of year mClass results.

1st grade students: 62% were at benchmark for Phonemic Awareness and 48% for Quantity Discrimination according to the end of year mClass results.

Student Achievement Weaknesses

74% of PK-4 students were at benchmark for Phonological Awareness according to the end of year CLI results.

41% of Kindergarten students were at benchmark for Phonemic Awareness at benchmark and 6% were at benchmark for Number Identification Fluency according to the end of year mClass results.

40% of 1st grade students were at benchmark for Word Reading and 21% were at benchmark for Number Identification Fluency according to the end of year mClass results.

Student Achievement Needs

Based on Sivells' campus data analysis and data from CLI and mClass, the areas of need are identified and listed below:

Reading

PK-4: Letter knowledge

Kindergarten: Letter Sounds & Phonemic Awareness

1st grade: Phonemic Awareness & Word Reading

Math

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

PK-4: Number Identification

Kindergarten: Number Identification Fluency

1st grade: Number Identification Fluency & Fact Fluency

Student Achievement Summary

The campus based decision making committee used assessment data to gather information for the campus needs assessment. Through On Data Suite, the committee found student populations and demographic information. Sivells Elementary tests students three times each year; beginning of year (BOY), middle of year (MOY), and end of year (EOY) in reading and math. Sivells Elementary also progress monitors students in reading and math 4 times a year. Monitoring is completed between each of the benchmark testing windows. The campus uses Brigance for PK-3, CLI for PK-4 and mClass for K-1st in Reading and Math for 1st and 2nd grade to track student growth. Unit assessments in Reading and Math are also used for data points. This data is used to determine what reading tier students fall into, what gaps student have and what kind of intervention to provide the students. This data is also used to determine reading groups in Kindergarten through 1st grade. Students are grouped based on their level of reading. Teachers participate in data digs throughout the year to change reading and Rtl groups. Rtl Tier 2 interventions are provided by the classroom teacher and Rtl Tier 3 interventions are provided by an interventionist in both Reading and Math through a pullout program.

Sivells Elementary will continue to monitor the progress of student reading levels and make instructional decisions based on progress monitoring data to ensure student growth. The mClass benchmark and progress monitoring assessments will lead instruction and intervention for reading and math. Intervention for struggling students will be offered in the classroom and with the Sivells RTI team. Unit 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 the Instructional Facilitator and Administrators. On-site professional development led by the Instructional Facilitator and Administrators will be ongoing and provided through daily PLCs with a focus on Tier 1 instruction and best practice teaching strategies.

School Culture and Climate

School Culture and Climate Strengths

When it comes to discipline, our teachers have implemented three programs that have reduced behavioral issues. Sivells has adopted a 3 step discipline process, PBIS, CHAMPS and Conscious Discipline as behavior management systems. Sivells is also implementing a FRED movement to promote positive virtues amongst students and staff. These are taught and supported by an active Positive Behavior Intervention Support team. Our goal is a decrease in the number of office managed 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 and work very hard to get caught being kind. There is a focus on celebrations of academic and behavior success. PBIS school-wide expectations and incentive systems are a part of the school culture. Some examples of our incentives systems include: positive office referrals, the

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

"Principal's Book of Excellence", birthday recognition, earning tiger bucks, shopping at the tiger buck store, FRED of the week, earning TIGER PRIDE incentive, and the exemplary behavior celebration. Academic celebrations include mClass growth parties, honor roll recognition, and perfect attendance celebrations. Sivells staff maintains a positive culture through appreciation gestures such as the shout out board, birthday recognition, woot-woot wagon visits, staff treats, positive administrator notes, teacher treasure box goodies, teacher-mentor buddy program, and Fundamental 5 Spotlight Teacher of the week.

School Culture and Climate Weaknesses

Positive reinforcement for desired behaviors should be consistent and implemented with fidelity in all classrooms.

We have several first-year teachers and new to campus teachers who need additional support with classroom management systems.

We have limited vertical planning time to work on forming collaborative relationships among staff members.

School Culture and Climate Needs

We need to utilize the 3-step discipline process to decrease the number of office-managed discipline referrals.

We need to provide teachers with ongoing incentives for students and professional development to increase the use of PBIS and conscious discipline strategies.

We would like to provide vertical planning opportunities with 2nd grade possibly during planned district staff development days.

We would like to provide opportunities for teachers to collaborate with other grade levels during PLC and by implementing the TOOTS-Teachers Observing Other Teachers System.

School Culture and Climate Summary

School culture and climate will remain a priority at Sivells. The need to maintain our positive customer service and to ensure Sivells is a welcoming place for parents and students is paramount to our culture. We continue to support our staff in accessing culturally responsive strategies which will best support success in our students. The Administration, School Leadership Team, SBDM, and staff will continue an open-door policy to listen to and address parent concerns. Sivells will also do a parent, staff and student survey so we will have data to review and make positive changes for the next school year. We will continue to implement positive praise for students and use the Fundamental 5 strategy of "recognize and reinforce" as a campus initiative. We will strive to foster relationships amongst staff through collaborative planning, professional development, and growing from one another.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

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

Maintain the number of CPI certified staff

5 teachers are taking part in the READ grant-TEA Reading Academy

10 teachers and 1 Instructional facilitator participating in the Eureka Math pilot

First year teachers are provided a mentor and new teachers to Sivells are provided a buddy

New teachers are given the opportunity to observe peers during instruction time-TOOTS (Teachers Observing Other Teachers)

Continual professional development opportunities throughout the school year

Accountability and Effective Schools Framework (ESF) overview with teachers

Data is used regularly to support, determine and ensure a high-quality teaching staff

Teacher and Para of the Month

Weekly Fundamental 5 Teacher Spotlight

Numerous affirmations for teachers throughout the year

Team building activities throughout the year

Weekly "Shout outs" and grade level "Celebrations" to recognize successes

Teacher treasure box

Staff birthday celebrations

Social Gatherings for staff members-such as Bowling, Family Movie Night, Christmas Party, Spring Family Picnic, etc.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

Even with the School Board increasing our teachers 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 seek employment with the larger school districts.

We have 2 teachers participating in an alternative certification program and a few paraprofessionals currently working toward becoming highly qualified.

Staff Quality, Recruitment and Retention Needs

There are some teachers at Sivells that are new to their grade level or content area and one new teacher new to the profession; therefore, professional development throughout the year is imperative to maintain high quality staff.

Provide continuous support from administrators and the instructional facilitators to retain quality staff members

All participating teachers will complete HB3 Reading Academy

All participating teachers will complete the Eureka Math pilot canvas course

Continued Peer Observations

Increase number of ESL certified teachers

Increase number of CPI certified staff members

Increase number of qualified substitutes

Staff Quality, Recruitment and Retention Summary

WISD utilizes social media and job fairs to recruit highly-qualified staff members. Our campus uses a hiring committee to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and the interview committees 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.

Administrators utilize T-TESS to evaluate teachers and a district evaluation tool for all other employees. Administrators conduct walkthroughs to observe and assess the quality of teaching in each classroom. Administrators provide constructive feedback timely and all information is posted in DMAC in which teachers can access. If needed, administrators meet with teachers to provide additional feedback in which goals are set and instructional procedures are discussed. Teachers also create SLO goals and they

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

are monitored and student growth is evaluated throughout the school year. Administrators check in regularly with their teachers that they are appraising for the school year.

A T-TESS timeline is created and followed throughout the school year. Teacher T-TESS performance records are kept by each administrator. The principal also provides observations and evaluations to paraprofessional staff, the counselor, the instructional facilitator, the school nurse, and the assistant principal.

Administrators utilize instructional rounds to support the implementation of the Fundamental 5 and Instructional Playbook Strategies. Feedback and support is provided to teachers in an effort to promote academic success.

Novice teachers are provided a mentor to help them be successful in the classroom. New teachers to the campus who are not first-year teachers are provided a buddy teacher their first year.

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 teachers in curriculum development and instruction throughout the year. Sivells will utilize district personnel, the campus Instructional Facilitator, and campus administrators 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 mClass, 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 each week. Teachers participate in daily PLCs. Data-driven instruction is continuously discussed during weekly grade level and faculty meetings.

Curriculum, Instruction and Assessment Weaknesses

After reviewing BOY CLI and mClass, it is evident that we have learning gaps to close in both Reading and Math. We recognize we need to develop a strong foundation of phonemic awareness. 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' overall growth.

Curriculum, Instruction and Assessment Needs

Based on the results of CLI and mClass Reading and Math data, Sivells Elementary students need to improve their basic Math skills, Letter knowledge, and Phonemic Awareness in order to increase growth in these academic areas.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

Previously campus adopted initiatives such as our Balanced Literacy program and HMH curriculum will continue to be implemented on the Sivells campus. Newly adopted initiatives such as the Fundamental 5, Instructional Playbook, Open Court Phonics, and Language for Learning (PK-4) will be implemented with fidelity. Pre-Kindergarten 3 students will be screened 2 times a year using the Brigance screener and Pre Kindergarten-4 students will be screened 3 times a year using the Children's Learning Institute assessment tool. All Kindergarten and 1st grade students will be screened 3 times a year using the mClass, and will receive progress monitoring throughout the year. mClass intervention lessons will be utilized with students.

1st students will utilize Amplify for reading and DreamBox for math digital platform.

Students will be monitored on an individual basis with focused attention on academically fragile student groups. RTI instruction will be provided to all Tier 2 students in the classroom. Tier 3 students will receive pull out intervention services. Afterschool tutorials will be offered to close student learning gaps.

Frequent classroom visits will be completed by administrators to ensure that high yield strategies are being implemented daily.

Family and Community Involvement

Family and Community Involvement Strengths

Sivells has Nine 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 create links and opportunities for community and business input and support. Sivells has fostered partnerships with Wharton Wal-Mart, Wharton HEB, the MEHOP Mobile Health lab, the WCJC Student Work program, Wharton McDonald's, Wharton Domino's, Pizza Hut, as well as several other local businesses.

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

Family and Community Involvement Weaknesses

Sivells will continue to improve the area of parental involvement by creating opportunities for families to become involved.

Sivells will continue to seek community involvement in order to positively promote our campus.

Comprehensive Needs Assessment

Family and Community Involvement Needs

Sivells needs various community outreach programs to help parents support Sivells academic and behavioral programs.

We would like to incorporate parenting support that will be presented by our school counselor. Sivells would like to offer a Parent Academy to be held in the Fall and the Spring to address such topics as academic success and how to manage behavior concerns in the home and at school.

We would like to utilize our CIS-Community in Schools counselor affectively to support parents and students.

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. Grade levels will continue to utilize parental communication methods to inform them of upcoming events. All parents are given the opportunity to sign up to receive grades through the parent portal and other school communication via the district Facebook and webpage. Teachers utilize communication methods such as Class Dojo and Remind to keep parents informed throughout the school year. Parents are invited to engage in activities throughout the year such as reading night, math night, open house, and report card pick-up. A new district initiative, Let's Talk, allows parents to have another opportunity to communicate with campus personnel.

School Context and Organization

School Context and Organization Strengths

Sivells Elementary strives to have a positive reputation felt by all stakeholders. The instructional day begins at 7:35 a.m. and ends at 3:15 p.m. with all instruction time being valued throughout the day. Students are given 75 minutes of special time in which teachers have their conference period for planning, data digs, and PLCs.

Sivells is participating in Effective Schools Framework (ESF). This tool is the method that the Texas Education Agency (TEA) works to improve outcomes for public school students. Sivells has created a clear vision to ensure an excellent education for our students. We will be using the "Plan, Do, Assess" model to evaluate campus effectiveness and student growth by focusing on five levers: 1) Strong School Leadership and Planning, 2) Strategic Staffing, 3) Positive School Culture, 4) High-Quality Instructional Materials and Assessments, and 5) Effective Instruction. Sivells will focus on the essential actions: 3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations and 4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Sivells Elementary has incorporated the following to continue to foster relationships with all Sivells stakeholders in an effort to nurture an environment that cultivates academic success and lifelong learners:

District website, School Marque, Grade level websites, weekly Grade level Paw Prints, Class Dojo/Remind, Nine Weeks Campus Newsletter, Newspaper, and Social Media-Facebook as forms of communication that address academic content, extracurricular offerings, and special events with parents.

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

School Messenger used regularly for communication purposes

Staff communication methods: Email, Morning Announcements, Weekly Paw Print, Remind, Class Dojo, Weekly Planning, and monthly Staff meetings.

Structured PLC's utilizing protocols that will lead to effective collaboration among grade level teachers and increase student achievement

Ongoing data digs

Participation by staff members on campus special committees and teams

Teams working in unity for various campus duties and needs

Schedules for support services

Accommodations for 504 students and IEPs for special education students are actively used and monitored

Emergency Operation Plan

Campus Safety Protocol

No Place for Hate Campus

After school tutorials in the fall and spring

Parental involvement activities such as: Grandparents week, Pastries with Parents, grade level music programs, holiday celebrations, Family and Friends Fitness Walk, Buddy Fun Day

Student incentives such as perfect attendance, honor roll, mClass growth, Tiger Buck Store, and exemplary behavior

Academic Parent/Student Events such as: Reading and Math Night, Thanksgiving Feasts, 100th day of school, Dr. Seuss Day, Cinco de Mayo, and Kindergarten Rodeo.

School Context and Organization Weaknesses

Comprehensive Needs Assessment

Increase resources to assist with strategies to support Special Education students

Increase parental support

School Context and Organization Needs

The instructional leaders and staff at Sivells will continue to enhance a quality education for all students by:

Sivells Leadership Team (SLT) will meet weekly to address academic implementation, student growth, and vertical alignment

Continue Instructional Coaching/Planning (deconstructing the TEKS)

Engage in effective planning using the 'Plan, Do, Access' model

Participate in effective data digs to analyze student data to drive instruction

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 (Dyslexia, RTI, LEP, 504, etc.)

Continue to maintain a unified culture among the campus-FRED movement

Foster a Site Based Decision Making (SBDM) team that analyzes an effective Campus Improvement Plan (CIP)

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 environment enabling them to become successful in a global society. Our school is a Title 1 school with a large number of At Risk students and approximately 86.76% 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 Campus Needs Assessment (CNA) provides the SBDM and various campus-based committees, administration and staff members with input as to what and how the operations of our campus are conducted, thus providing feedback on all programs that our campus operates and utilizes. Scheduled SBDM, Staff, PBIS, Safety, Grade Level, and PLC 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. Through our ESF model we will progress check throughout the school year and evaluate our data ongoing using the root cause analysis process to ensure that all students show a year of growth at Sivells Elementary.

Comprehensive Needs Assessment

Technology

Technology Strengths

Sivells utilizes district technology support 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 the use of interactive projectors, desktop computers, Kindles, Chromebooks, and iPads. Students also have access to the computer lab during specials rotations. Wi-Fi access and availability have increased in classrooms campus-wide.

Technology Weaknesses

iPads for mClass testing

Limited wi-fi availability in certain campus areas

Technology Needs

Wi-Fi coverage throughout the building particularly in the gym, cafeteria and special education hallway needs to be assessed.

Technology Summary

Using the campus inventory, efforts will be made to update and replenish technology as needed. Students will be provided several opportunities to use technology. Sivells currently has a computer lab, and all instructional core classrooms are equipped with Kindles, iPads, student computers, and Chromebooks.

All students have some daily access to interactive technology.

Other

Comprehensive Needs Assessment Data Sources

Community Input
Discipline Referrals
District Policies
Failure Lists
Highly Qualified Staff
Homeless Students
Maintenance Records
Multi-Year Trends
Parent Participation
Parental Involvement Policy
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
Teacher Turnover Rates
Universal Screener Data
Wharton Independent School District