

Fort Bend Independent School District
Sienna Crossing Elementary
2025-2026 Campus Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

SCE will actively engage all students while promoting high expectations and perseverance.

Vision

FBISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

SCE is committed to empowering all students to develop a passion for learning.

Value Statement

SCE Core Beliefs

Growth Mindset

Students need to be motivated and challenged to discover and apply their skills and talents to achieve beyond what naturally comes easy for them.

Academic Focus

Students, families, and educators share the responsibility for student learning with a common understanding that learning occurs when the work is hard.

Students have a responsibility to actively participate in their own education. They need to develop habits of working hard.

Teachers provide a safe, nurturing learning environment

SCE will provide a supportive, nurturing and safe environment to promote student learning.

Openly accept all learners

SCE will work together as a team to provide an education for all students to grow and learn.

Relationships

Students, families, and educators will build meaningful relationships to help students and educators reach their goals.

Campus Motto

Hard work pays off!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Our school has identified the need to enhance student engagement across all grade levels. This involves creating a more interactive and inclusive learning environment that encourages active participation from every student. By incorporating diverse teaching methods and integrating technology effectively, we aim to capture students' interests and cater to various learning styles, ultimately fostering a more dynamic and engaging educational experience.

Another critical area of focus is the improvement of literacy and numeracy skills. We recognize the foundational importance of these skills in students' academic success and future opportunities. To address this, we plan to implement targeted interventions and support programs that provide personalized assistance to students who are struggling. Additionally, we will offer professional development for teachers to equip them with the latest strategies and tools to enhance instruction in these key areas.

We have also identified the necessity to strengthen our support for students' mental health and well-being. In response, we are committed to expanding our counseling services and creating a more supportive school environment. This includes training staff to recognize signs of mental health issues and fostering a culture of openness and understanding. By prioritizing students' emotional and psychological needs, we aim to create a safe and nurturing space where all students can thrive.

Furthermore, there is a need to increase parental and community involvement in school activities. We believe that fostering strong partnerships with families and the local community is essential for student success. To achieve this, we will organize regular events and workshops that encourage collaboration and communication between the school and home. By building these connections, we hope to create a supportive network that enhances the educational experience for our students.

Lastly, we have identified the importance of professional development for our teaching staff. Continuous learning and growth are vital for educators to remain effective and innovative in their teaching practices. We are committed to providing opportunities for teachers to engage in professional learning communities, attend workshops, and pursue further education. By investing in our teachers' development, we aim to improve instructional quality and student outcomes across the board.

Demographics

Demographics Summary

Sienna Crossing was built in 1998. It was the first of four elementary schools in the Sienna Plantation community.

Sienna Crossing Elementary is a 24 year old neighborhood school with almost 1,000 students who attend daily.

The campus serves a diverse population of Kindergarten - Fifth grade students, ranging in age of 5 years to 11 years old.

We do have EL learners that we are striving to bring to High and Advanced High composite scores

It is a growing suburban community with families from varying backgrounds and professions.

100% of the teachers are state certified and there is a low turnover rate of staff.

Teacher experiences range from 0-30 years.

The tables below show the percent of students belonging to each ethnic group, percentage of students who are served with special programs, and the percentage of teacher experience at Sienna Crossing. There are 1,035 students enrolled at SCE as of August 2025.

10011 Steep Bank Trace
Missouri City, TX 77459-6348
(281) 634-3680 Phone
(281) 634-3799 Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal Rachel Rosier

School Population

Student Total

Early Education Grade

Kindergarten Grade

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

Student Demographics

Gender

Female

Male

Ethnicity

Hispanic-Latino

Race

American Indian - Alaskan Native

Asian

Black - African American

Native Hawaiian - Pacific Islander

White

Two-or-More

Student Programs

Dyslexia

Gifted and Talented

Regional Day School Program for the Deaf

Section 504

Special Education (SPED)

Bilingual/ESL

Emergent Bilingual (EB)

Bilingual

English as a Second Language (ESL)

Alternative Methods for Bilingual Education

Alternative Methods for ESL

Title I Part A

Schoolwide Program

Targeted Assistance

Targeted Assistance Previously Participated

Title I Homeless

Neglected

Special Education Services

Primary Disabilities

No Disability

Orthopedic impairment

Other health impairment

Auditory impairment

Visual impairment

Deaf-Blind

Intellectual disability

Emotional disturbance

Learning disability

Speech impairment

Autism

Developmental delay

Traumatic brain injury

Noncategorical early childhood

Instructional Settings

Speech Therapy

Homebound

Hospital Class

Mainstream

Resource Room

VAC

Off Home Campus

State School

Residential Care

Self Contained

Full-Time Early Childhood

Nonpublic Day School

College and Career Readiness School Models

Associate Degree *Does not include leavers*

Early College High School (ECHS)

New Tech

P-Tech

T-Stem

Staff Information

Administrative Support

Teacher

Educational Aide

Auxiliary

Coun

1

6

1

Demographics Strengths

SCE is culturally diverse and our teaching staff strives to reflect that diversity.

We have low student mobility rate (4%) and high teacher retention rates.

Our daily attendance rate continues strong at 96.3% but we will work on increase to at least 97%.

ELEMENTARY SCHOOLS	FBISD 2024-2025 Weekly Attendance Reports	2023-2024 Attendance	2024-2025 GOAL	11/12/24-11/15/24	At or above 95% goal?	11/18/24-11/22/24	At or above 95% goal?	12/02/24-12/06/24	At or above 95% goal?	12/09/24 - 12/13/24	At or above 95% goal?	12/16/24 - 12/20/24	At or above 95% goal?	YTD Cumulative Attendance
		137	SIENNA CROSSING E S	95.72	95.00	95.14	☆	94.98		95.63	☆	95.85	☆	95.39

2024-2025 Discipline Totals: Most by Repeat Offenders

We have very minimal discipline infractions due to our strong PBIS implementation and staff training.

Those listed with multiple are from repeat offender students.

OFFENSE_DESC	COUNT_OF_DISTINCT_INFRACTIONS
Assault Employee	
Bus Misconduct	
Comp/Technology Misuse	
Continued/Repeated Level 1	
Derogatory Statement	

Disrupt Behavior	
Disrupt Education Environment	
Fighting/Mutual Combat	
Horseplay	
Inappropriate Physical Contact	
Insubordination	
Non DAEP, Terroristic Threat	
Obscene Gesture	
Porn Materials	
Possess Use Matches Lighter	
Profanity	
Rob Theft Stealing Non Fel	
Serious Offense	
Teacher Referral	

Vaping non THC

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on data trends SCE's EL students are performing at a lower percentage than their peers. We will concentrate on 4th grade EL learners to exit programming at the end of 5th grade. We would like to see an increase from 14% to 25% AH in Speaking by June 2026 and an increase from 7% to 15% AH in Writing by June 2026.

Root Cause: Teachers need additional training to meet the needs of their EL learners by: 1) increasing teachers understanding of EL learners 2) use of appropriate EL instructional strategies during instruction 3) and EL accommodations utilized consistently.

Student Learning

Student Learning Summary

Sienna Crossing is a high performing school with a tradition of student success.

We have strong STAAR scores in 3rd - 5th grades and our teachers are excellent at implementing teacher led small groups in literacy and guided math.

Although we have done well with STAAR Science in 5th grade, we will continue to work to increase our Masters score for our students.

Continuing to build a stronger academic vocabulary for our students is important to our success.

We will continue to build vocabulary using various strategies and we will continue to differentiate our instruction to meet the needs of all of our diverse learners.

We will also focus on rigor and multi-step problem solving in all grade levels.

2025 Accountability Ratings Overall Summary

The Texas Education Agency (TEA) has now released the final [2025 Accountability Manual](#) with the official A-F methodology for 2024-2025.

OnDataSuite is actively refining the A-F calculations for the 2025 year to align with the finalized approach. Please note that adjustments may occur from day to day during this initial calculation stage. As items become stabilized, they will also be provide a strong indication of expected A-F ratings; however, final official ratings will be issued by TEA after full data certification.

[2025 A-F Update Log](#)

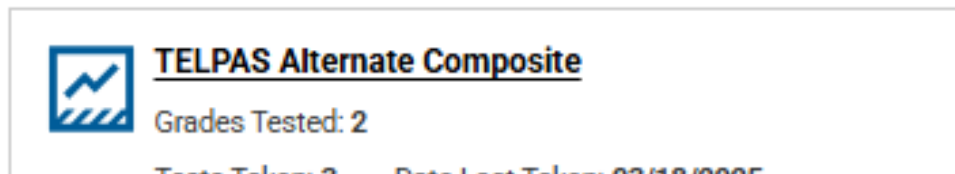
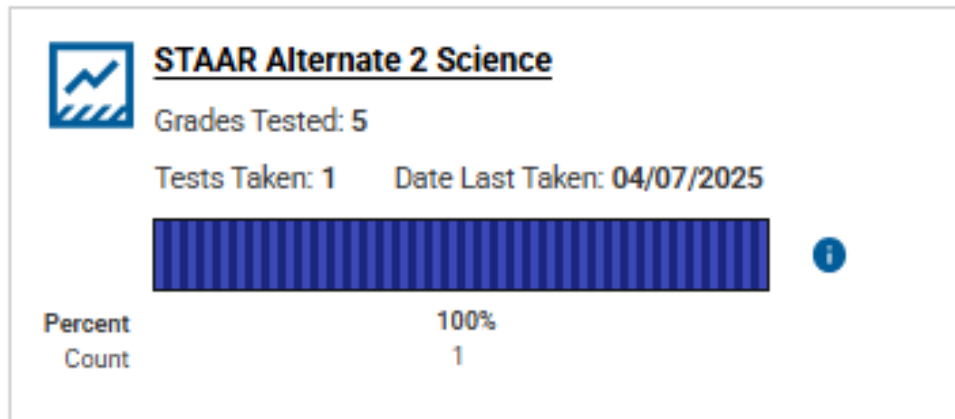
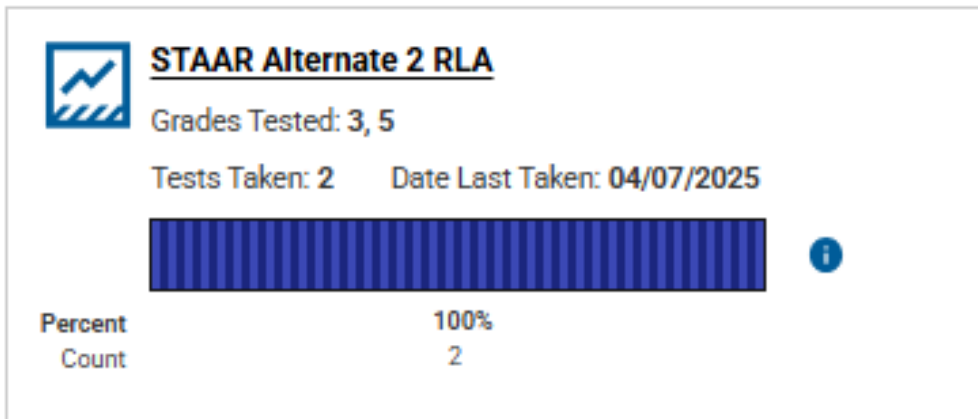
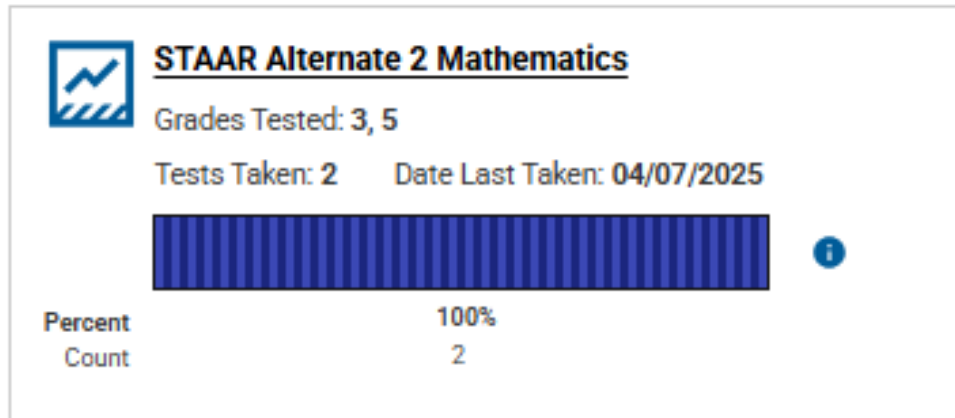
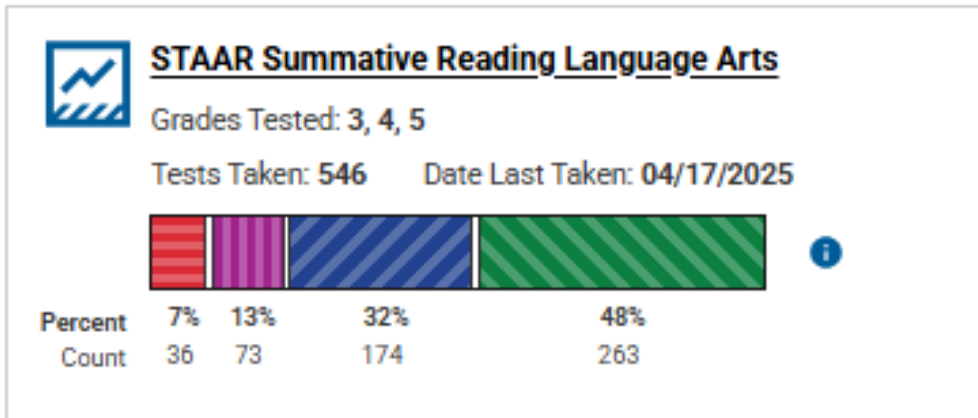
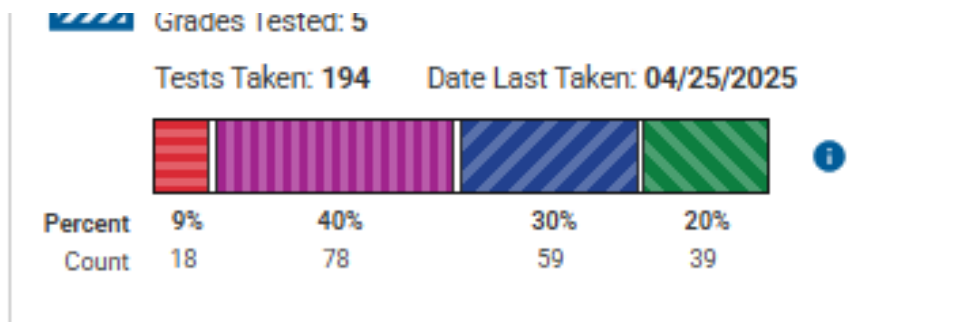
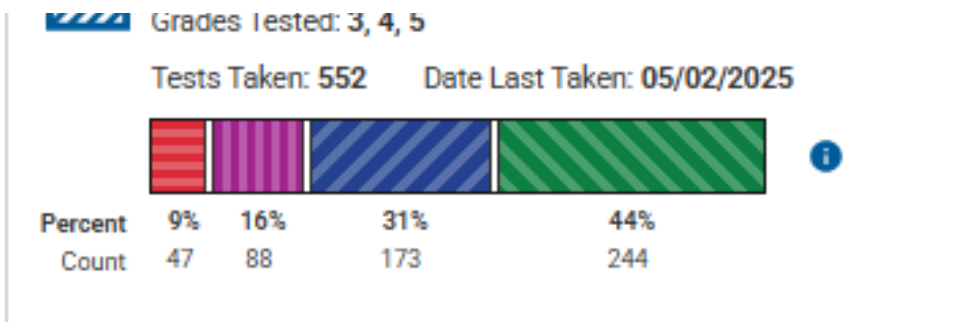
Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	
(079907137) - Sienna Crossing EL					
Student Achievement	93		93	70%	
School Progress, Part A	91	91			
School Progress, Part B	83				
Closing the Gaps	93			30%	

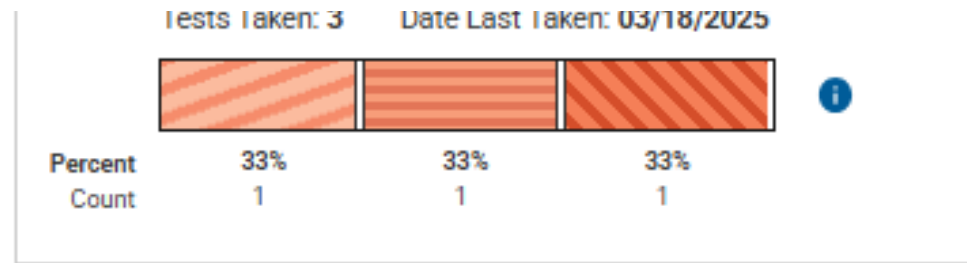
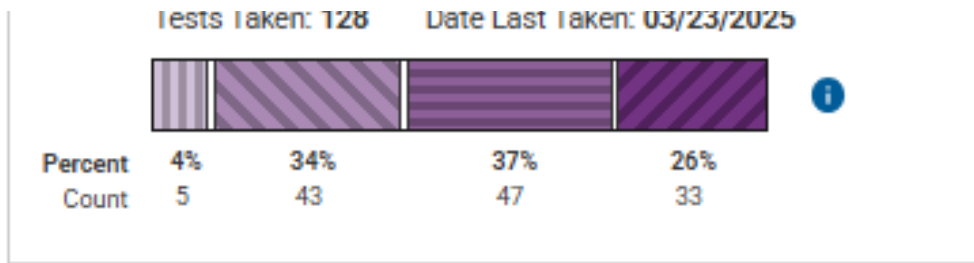


STAAR Summative Mathematics



STAAR Summative Science





Overall STAAR Spring 2025 grade level summaries for math, reading, 5th science and comparison to last year's data.

SCE STAAR Data	Approaches			Meets			Masters			Does Not Meet		
	2024	+/-	2025	2024	+/-	2025	2024	+/-	2025	2024	+/-	2025
3RD READING	18%	-3	15%	28%	+6	34%	42%	+4	46%	11%	-5	6%
3RD MATH	27%	-8	19%	29%	+7	36%	31%	+6	37%	14%	-6	8%
4TH READING	13%	+4	17%	32%	-6	26%	51%	-1	50%	4%	+3	7%
4TH MATH	12%	+3	15%	30%	-7	23%	51%	=	51%	7%	+4	11%
5TH READING	17%	-8	9%	27%	+8	35%	50%	-2	48%	7%	=	7%
5TH MATH	15%	-1	14%	32%	+3	35%	44%	=	44%	9%	-2	7%
5TH SCIENCE	36%	+4	40%	22%	+8	30%	19%	+1	20%	23%	-14	9%

Student Learning Strengths

When creating assessments this past year the teams reviewed students' scores at the approaches, meets, and masters levels. PLC data meetings focused on the number of students scoring at the masters level, earning the campus 5 out of 6 Designated Distinctions in 2022.

A strong literacy program is a key component to students achieving success.

SCE is fortunate to have a very strong K-5 literacy program. The K – 2nd grade teachers utilize various methods of instruction, including teacher lead reading/skill and strategy groups/phonics, to pinpoint the needs of each individual student.

The teachers chart and monitor each student's progress in a data binder to ensure growth in both fluency and comprehension.

As the students enter third grade, they have a strong foundation in literacy and this foundation continues to grow with the help of the 3rd, 4th, and 5th grade teachers.

Requiring all grade levels to conduct small group math instruction will also continue this year.

By incorporating math skill groups consistently across all grade levels, teachers are able to pinpoint the needs of each individual student. In addition to small group math, teachers will continue to use manipulatives, district approved math resources, technology, etc. to help aid students' understanding of various math concepts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 5th Grade Masters scores in science is 20% this school. We would like to increase to at least 40% Masters.

Root Cause: We will continue to work on increasing rigor in science instruction. We will incorporate more walkthroughs, peer feedback, and vertical alignment opportunities for science instructors.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

Provide training and coaching for new teachers and support through TAPP mentor program.

Provide training and coaching for experienced teachers during weekly PLC's focused around differentiated lessons to meet students' individual needs

Establish a strong campus culture that facilitates growth and development by celebrating success of short and long term goals.

Staff development provided by the PLL and TIC during district PD days and after school to reinforce the CIP goals set.

Differentiation occurs during small groups, one on one teaching, stations, Tier I, Tier II, and Tier III

The rigor of instruction is aligned with the state standards.

During PLC meetings and grade level subject planning meetings, teachers, specialists, and principals discuss the depth of instruction.

Sienna Crossing Elementary curriculum is aligned with state standards (TEKS).The TEKS are organized and guide teachers through the depth and complexity of the TEKS.

Teachers utilize the At a Glance document in order to plan an unit of study. This allows them to map out the lessons, post-test, and reteaching for any re-tests.

Instructional strategies are research-based strategies. Instructional strategies are discussed during PLC meetings with specialists and teachers. Teachers utilize Schoology resources for planning, teaching, and parent/students communication. SCE is a blended learning campus and will continue to provide technology integration into campus plans.

Master schedules are developed to maximize the amount of time spent on instruction. Subject core planning leaders develop lessons to maximize student learning.

We will continue to provide student co-curricular opportunities in National Elementary Honor Society, Student Council, STEM/Robotics, and Choir.

School Processes & Programs Strengths

School Processes & Programs Strengths

- 100% highly qualified faculty and staff.
- Interview committees are used to recruit highly qualified faculty and staff, questions are fine-tuned to match

Retention Strengths

- SCE retains the majority of staff from year to year.
- Core subject leaders are developed for each grade level to build leadership skills.
- Committees are used to review and establish procedures within the school.
- Teachers have a deep commitment to the Sienna Community and have built relationships with their teams.

Recruitment Strengths

- Teachers recommend highly qualified teachers
-

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We will focus on the fidelity and impact of our Professional Learning Communities in order to expand our PLC work to include focus on student work analysis, student ownership of learning and formative assessments to include Student Goal Setting Increases in 2025-2026.

Root Cause: Although we have good PLC structures in place, we recognize the need to implement formative assessment data collection and review to allow teachers to engage in a collective cycle of inquiry, evaluate student growth, determine improvement goals, and engage in identified learning. In turn, we know this will influence our instructional practice to incorporate more student ownership and goal setting.

Perceptions

Perceptions Summary

PBIS strategies used campus-wide.

Student Council and NEHS Service Projects

Use Navigator Notices and Positive Student Behavioral Referrals to positively reinforce student behavior and establish hallway expectations.—Pulled and celebrated weekly.“

Hard Work Pays Off” motto creates a Growth Mindset environment.

Implemented a "No Place for Hate" campaign throughout the year.

Character Development Lessons conducted monthly by school counselors.

College/ Career Readiness focus – Monday College Shirt Day

Incorporated PBIS Strategies determined by staff and shared at the beginning of the year.

Incorporate the qualities of the Profile of a FBISD graduate, character trait focus during morning announcements

Overall, our teachers, students, parents and community are very please with SCE per our 2024 Climate Survey:

Parents Highest Ranking Indicators:

Highest-ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
My child is safe and secure at school.	95%	Safety and Behavior
I am kept informed about my child's grades and academic progress.	94%	Academic Support
Schoolwork is meaningful and relevant.	92%	Academic Support
Parents are kept informed about what their child is learning in school.	92%	Academic Support
Families are encouraged to volunteer, serve on committees, and attend school/district-sponsored activities, such as back-to-school night, parent conferences, etc.	92%	Family Involvement

Staff Highest Ranking Indicators:

Highest-ranking Indicators

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Student Engagement Surveys completed by 3rd-5th Graders also indicates positive response:

Student Engagement Score Scale

Very Low Low Mod High

1.0 - 1.75 1.76 - 2.50 2.51 - 3.25 3.26 - 4.0

SCE Student Engagement Score for 2025:

Overall Emotional Engagement: 3.28

Overall Cognitive Engagement: 3.61

Perceptions Strengths

An active and supportive PTO (Parent Teacher Organization) supports the campus and administrator initiatives.

Two counselors has enabled an increase in guidance lessons on campus and providing Tier 2 and Tier 3 behavior supports for students.

Music -- Grade level performances for each grade level. In addition a variety of student groups and clubs compete and perform.

Veterans Day Program recognizing and celebrating Veterans.

Gator Palooza event sponsored by the PTO

UIL Academies implemented and promoted

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Incorporating/Integrating real life daily connections to Profile of a Graduate - specific expectations to faculty/staff about our campus direction with implementing PoG traits with fidelity and in a manner that is natural and conducive to student learning. We will work with all stakeholders to help students make connections to all areas, behavioral and academic for SEL.

Root Cause: Comfort level in implementation and knowledge of campus/district initiative.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation


Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, at least 85% of all students in grades K-5 will grow at least a year and a half in reading as indicated by NWEA Map Growth Measures.





High Priority

- Evaluation Data Sources:**
- * Student Growth Summary Report (NWEA)
 - * Student Progress Report (NWEA)
 - * District Benchmarks and Grade Level Formative Assessments
 - * Student and School Profile Reports (NWEA)
 - * Small group intervention progress monitoring documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will focus on student growth opportunities, intentional planning, and data disaggregation through PLC protocols to monitor growth in reading during content instruction and intervention time.</p> <p>Strategy's Expected Result/Impact: By October 2025, K-5 PLC teams will review student performance in literacy and plan for intervention/enrichment block for whole group and small group instruction.</p> <p>By December 2025, K-5 teachers will PLC teams will review student performance in literacy and plan for intervention/enrichment block for whole group and small group instruction.</p> <p>By March 2026, K-5 PLC teams will review student performance in literacy and plan for intervention/enrichment block for whole group and small group instruction.</p> <p>By May 2026, K-5 teachers will PLC teams will review student performance in literacy and plan for intervention/enrichment block for whole group and small group instruction.</p> <p>By June 2026 we will increase performance of both Hispanic and students of two or more races in reading performance on STAAR.</p> <p>Staff Responsible for Monitoring: Admin, teachers, and academic specialists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will participate in professional learning targeting individualized instruction, sheltered instruction processes and procedures from LPAC administrator and EL Specialist.</p> <p>Strategy's Expected Result/Impact: By May 2026, SCE will increase the percentage of 3rd - 5th grade EB students meeting program reclassification by five percent. The LPAC administrator, EL Specialist, and classroom teacher will monitor the progress of EB students using PLDs, formative assessments, STAAR Interim ELA results and through ongoing ELA PLC teacher discussion of their EB student. EB performance on STAAR Reading Test.</p> <p>By May 2026, SCE will increase the percentage of EB students moving from approaches grade level to meets grade level and from meets grade level to masters grade such that the percent gap in performance between EB and non-EB students is not larger than 10% at third and fourth grades and is smaller than 5% by fifth grade. The leadership team will meet every quarter in RI PLCs to review formative and summative assessment data. The EL Specialist will use the results to build capacity in content-based language instruction for teachers whose EB students are in danger of not meeting this indicator. EB performance on TELPAS--</p> <p>By May 2026, SCE will increase the percentage of EB students achieving one level of growth on TELPAS composite such that 60% of second graders improve one level and 50% of third grade, 60 % of fourth grade, and 70 % of fifth grade EB students rate as advanced high composite. The principal, LPAC administrator, and EL Specialist will support teacher understanding of sheltered instruction practices that identifies specific language domains as well as content-based language instruction practices that will be used to guide lesson planning for EBs.</p> <p>Staff Responsible for Monitoring: Administrators EL Specialist Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
	<div data-bbox="1444 207 1549 311" data-label="Figure"> </div> <p data-bbox="1444 331 1549 393">Some Progress</p>			


Strategy 3 Details	Reviews			
<p>Strategy 3: All GT teachers will participate in professional learning targeting individualized instruction and GT Learning Plans.</p> <p>Strategy's Expected Result/Impact: By September 2025, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans and Innovation Hour.</p> <p>By December 2025, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.</p> <p>By February 2026, 100% of the GT teachers will have identified and began implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric</p> <p>By June 2026, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed.</p> <p>Staff Responsible for Monitoring: Administration and GT COG</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
	<div data-bbox="1444 207 1549 311"></div> <p data-bbox="1444 331 1549 391">Some Progress</p>			


 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities


Performance Objective 2: By May 2026, at least 85% of all students in grades K-5 will grow at least a year and a half in math as indicated by NWEA Map Growth Measures.


- Evaluation Data Sources:**
- * Student Growth Summary Report (NWEA)
 - * Student Progress Report (NWEA)
 - * District Benchmarks and Grade Level Formative Assessments
 - * Student and School Profile Reports (NWEA)
 - * Small group intervention progress monitoring documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will focus on student growth opportunities, intentional planning, and data disaggregation through PLC protocols to monitor growth in math during content instruction and intervention time.</p> <p>Strategy's Expected Result/Impact: By October 2025, K-5 PLC teams will review student performance in math and plan for intervention/enrichment block for whole group and small group instruction.</p> <p>By December 2025, K-5 teachers will PLC teams will review student performance in math and plan for intervention/enrichment block for whole group and small group instruction.</p> <p>By March 2026, K-5 PLC teams will review student performance in math and plan for intervention/enrichment block for whole group and small group instruction.</p> <p>By May 2026, K-5 teachers will PLC teams will review student performance in math and plan for intervention/enrichment block for whole group and small group instruction.</p> <p>By June 2026 we will increase performance of both Hispanic and students of two or more races in math performance on STAAR.</p> <p>Staff Responsible for Monitoring: Admin, teachers, and academic specialists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
	<div style="display: flex; align-items: center; justify-content: center;">  <p style="margin-left: 10px;">Some Progress</p> </div>			

 No Progress

 Accomplished






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 Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By May 2026, at least 85% of all students in grades 3-5 will grow at a year and a half in science as indicated by NWEA Map Growth Measures.



- Evaluation Data Sources:**
- * Student Growth Summary Report (NWEA)
 - * Student Progress Report (NWEA)
 - * District Benchmarks and Grade Level Formative Assessments
 - * Student and School Profile Reports (NWEA)
 - * Small group intervention progress monitoring documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will focus on student growth opportunities, intentional planning, and data disaggregation through PLC protocols to monitor growth in science during content instructional time.</p> <p>Strategy's Expected Result/Impact: 3-5 PLC teams will review student performance in science and plan use data protocols to review CFAs and/or formative assessments to address needs.</p> <p>By January of 2026 the percentage of students showing growth in science on the district screener will increase from BOY to MOY.</p> <p>By May of 2026 the percentage of students showing growth in science on the district screener will increase from MOY to EOY.</p> <p>By June 2026, we will increase the percentage of 5th grade students scoring Masters on STAAR Science from 20% to 40%.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

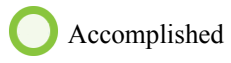
Performance Objective 1: By May 2026, we will increase our overall staff satisfaction by 5% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey.

Evaluation Data Sources: Stakeholder Participation Rates,
Survey Results

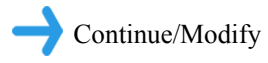
Strategy 1 Details	Reviews			
<p>Strategy 1: We will continue monthly health and wellness activities to support staff with our PTO and our climate committee.</p> <p>Strategy's Expected Result/Impact: We will increase our staff retention rate by 5%.</p> <p>Staff Responsible for Monitoring: Administration Teachers Staff Parents/Community</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: SCE Climate Committee, PTO Executive Board, and Wellness Committee will include community in events scheduled at least twice a semester to review the overall health and morale of the students, families, and staff and plan activities that can be incorporated to maintain a positive climate. We will plan incentives, student recognition, and educational forums for Profile of a Graduate and student and staff mental health and wellness.</p> <p>Strategy's Expected Result/Impact: Discussions at PLC, team leader, Instructional leadership meetings, climate committee, wellness, PTO, Student recognition ceremonies, and faculty meetings to survey and serve student, family, and teacher/staff mental and physical health needs. Improved communication and exhibition of profile of a graduate attribute and their connection to our overall school culture and climate</p> <p>Staff Responsible for Monitoring: All staff, parents, students</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			



No Progress



Accomplished



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Discontinue

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By June 2026, SCE will increase our overall Student Engagement Score from 3.28 to 4.0 through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement survey.

Evaluation Data Sources: Stakeholder Participation Rates, Survey Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Integration of PBIS strategies will continue to be planned for in PLC's and implemented to help students understand campus expectations for behavior, student academic success, and student engagement in academics.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals and increased observations of good classroom management practices with focus on restorative practices</p> <p>Staff Responsible for Monitoring: Administrators, Staff and PBIS Committee</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.






Performance Objective 3: By May 2026, we will increase parent satisfaction by 5% through a campus focus on the principles of the PAC as measured by the district's Culture-Climate and Student Engagement Survey

Evaluation Data Sources: Stakeholder Participation Rates, Survey Results

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus need to improve student outcomes.

Evaluation Data Sources: Campus Budget

Strategy 1 Details	Reviews			
<p>Strategy 1: Bi-Weekly, Monthly, and quarterly budget reviews and collaborative planning to optimize resource allocation in support of campus needs. SCE will specifically monitor instructional supplies and use of copy paper and toner this year by utilizing a check out system we have not used before. SCE teachers and staff will incorporate technology resources and allocated district resources to better manage sourcing of materials and purchasing.</p> <p>Strategy's Expected Result/Impact: Eliminate over spending in any budget area and monitor expenditures monthly.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Executive Assistant</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Sienna Crossing Elementary

Total SCE Funds: \$3,805.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We utilize these funds for supplies, supplemental instructional aides for Dyslexia, EL, Math T3, LIT instruction for intervention supports. Administrators will focus on student growth opportunities, intentional planning, and data disaggregation through PLC protocols to monitor growth. (This includes any supplemental training regarding phonics, skill groups for reading and math supplies, costs.) Integration of PBIS strategies will continue to be planned for in PLC's and implemented to help students understand campus expectations for behavior and student academic success. Costs associated with student incentives, PBIS rewards, etc. All GT teachers will participate in professional learning targeting individualized instruction and GT Learning Plans.

Campus Funding Summary

199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	1	2			\$0.00
Sub-Total					\$0.00

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CF	EMPL_STA	REPORTS_TO_DESCR
137 SIENNA CROSSING	SIENNA CRO	SIENNA CRO	TEACHER LIT INTRVN	1	MCANINCH	COURTNEY	1 24		137	A	PRINCIPAL ELEM