Fort Bend Independent School District

Sienna Crossing Elementary

2026-2027 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 further 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 community.

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.

Student Demographics	Count	Percent
Gender		
Female	509	50.90%
Male	491	49.10%
Ethnicity		
Hispanic-Latino	164	16.40%
Race		
American Indian - Alaskan Native	4	0.40%
Asian	293	29.30%
Black - African American	190	19.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	274	27.40%
Two-or-More	75	7.50%

Student Programs	Count	Percent
Dyslexia	76	7.60%
Full-Time Hybrid/Virtual Program	0	0.00%
Gifted and Talented	73	7.30%
MS Advanced Math Participation	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	34	3.40%
Special Education (SPED)	178	17.80%
Emergent Bilingual		
Emergent Bilingual (EB)	119	11.90%
Bilingual	1	0.10%
English as a Second Language (ESL)	101	10.10%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	14	1.40%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	1	0.10%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	218	21.80%
Foster Care	6	0.60%
IEP Continuer	0	0.00%
Immigrant	18	1.80%
Intervention Indicator	119	11.90%
Migratory	0	0.00%
Military Connected	45	4.50%
Transfer In Students	2	0.2%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	202	20.20%
Free Meals	160	16.00%
Reduced-Price Meals	42	4.20%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	1	0.10%
Shelter	0	0.00%
Doubled Up	1	0.10%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	1	0.10%
Is Unaccompanied Youth	0	0.00%

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	0.56%
Other health impairment	35	19.66%
Auditory impairment	1	0.56%
Visual impairment	1	0.56%
Deaf-Blind	0	0.00%
Intellectual disability	2	1.12%
Emotional disturbance	5	2.81%
Learning disability	70	39.33%
Speech impairment	28	15.73%
Autism	29	16.29%
Developmental delay	5	2.81%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	1	0.56%
Instructional Settings		
Speech Therapy	33	18.54%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	44	24.72%
Resource Room	61	34.27%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	40	22.47%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models	Count	Percent
Associate Degree *Does not include leavers*	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%

Staff Information	Count	Percent
Administrative Support	8	9.52%
Teacher	65	77.38%
Educational Aide	11	13.10%
Auxiliary	0	0.00%

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%.

Discipline data indicates low referral rate. Although, we have increase of repeat offenders for disruptive bahvior.

OFFENSE_DESC	COUNT_OF_DISTINCT_INCIDENT
Bus Misconduct	24
Comp/Technology Misuse	6
Derogatory Statement	21
Disrupt Behavior	46
Disrupt Education Environment	15
False Alarm/False Report	2
Fighting/Mutual Combat	8
Harassment Against An Employee or Volunteer	1
Horseplay	5
Inappropriate Physical Contact	77
Insubordination	3
Look Alike Weapon	1
Minor AUP Violation	1
Non DAEP, Terroristic Threat	40
Obscene Gesture	2
Porn Materials	1
Profanity	12
Rob Theft Stealing Non Fel	2
Safety Rule Violation	2
Serious Offense	1
Teacher Referral	5
Teacher Warning	3

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 21% to 35% AH by June 2027.
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 skill groups in reading and math.

We are A Rated this school year as well.

lead4ward 2026 Accountability Ratings Calculation - District Rollup Calculated on Ju

OnDataSuite and **lead4ward** have partnered this year to introduce the new Accountability Ratings Calculation – District Rollup report, which replaces the previous District Summary. This e available to all users, regardless of whether they are **lead4ward** partners. In addition, partners have access to other valuable reports, including the STAAR Academic Growth and STAAR P powerful tools designed to support districts in analyzing and understanding their accountability data.

					Domain I				Domain II-A				Domain II-B				Domain III		
mpus	AEA	%Econ Disadv	Gr 3-12 Enr.	Total Enr.	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score
ienna Crossing EL	N	20.3	525	997	525	0.9	92	0.828	525	0.9	86	0.774	525	0.9	82	0.738	525	0.9	91

Campus's 2026 Domain Scores Based on Proportional Weighting	Campus Domain I Score (Campus got 89 if Campus's D2 score <60 or 4 or 1 any campus D1 score <70 or any AEA D1 score <50)	92	Campus Domain II-A Score	86	Campus Domain II-B Score	82	Campus Domain III Score (Capped at 89 if: any campus D3 score <70 or any AEA D3 score <60)	91

	70% of Campus Rating (Better of Domain I or Domain II) NOTE: The Campus's Domain II score is capped at 89 if the Campus's D2-A or D2-B score <60 or if any campus Domain II score <70 or AEA Domain II score <60 — 92
	30% of Campus Rating (Domain III) — 91
	Campus's 2026 O Applying 3 Fs Rule, 3Ds Rule, and Campus Scaled Score Ru
	Campus's 2026 Overall L

STAAR Summative Mathematics

Grades Tested: **3, 4, 5**

Tests Taken: **509** Date Last Taken: **04/24/2026**



Percent	**11%**	**16%**	**31%**	**41%**
Count	56	82	160	211

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **509** Date Last Taken: **04/10/2026**



Percent	**8%**	**12%**	**28%**	**51%**
Count	43	61	143	262

STAAR Summative Science

Grades Tested: **5**

Tests Taken: **180** Date Last Taken: **04/15/2026**



Percent	**17%**	**29%**	**21%**	**33%**
Count	30	52	38	60

TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5**

Tests Taken: **124** Date Last Taken: **03/09/2026**

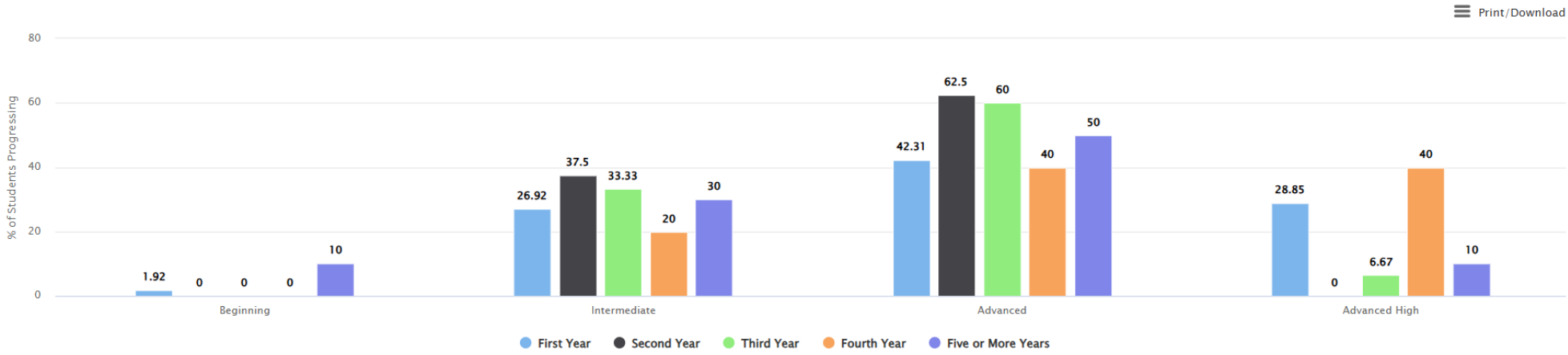


Percent	**2%**	**31%**	**44%**	**23%**
Count	3	38	55	28

Overall STAAR Spring 2026 grade level summaries for math, reading, 5th science and comparison to last year's data.

SCE STAAR Data	Approaches			Meets			Masters			Does Not Meet		
	2025	+/-	2026	2025	+/-	2026	2025	+/-	2026	2025	+/-	2026
3RD READING	15%	-2	13%	34%	-5	29%	46%	+5	51%	6%	+1	7%
3RD MATH	19%	+3	21%	36%	-2	34%	37%	-5	32%	8%	+4	12%
4TH READING	17%	-5	12%	26%	+3	29%	50%	-1	49%	7%	+1	8%
4TH MATH	15%	-4	11%	23%	+5	28%	51%	-1	52%	11%	-2	9%
5TH READING	9%	+3	12%	35%	-12	24%	48%	+6	54%	7%	+3	10%
5TH MATH	14%	+3	17%	35%	-3	32%	44%	-5	39%	7%	+5	12%
5TH SCIENCE	40%	-11	29%	30%	-9	21%	20%	+13	33%	9%	+8	17%

TELPAS Overall Composite Scores by Years in U.S. Schools for Sienna Crossing EL for 2025-2026									
Years in U.S. Schools	Total Students	Beginning		Intermediate		Advanced		Advanced High	
		#	% Total	#	% Total	#	% Total	#	% Total
First Year	52	1	1.92%	14	26.92%	22	42.31%	15	28.85%
Second Year	8	0	0.00%	3	37.50%	5	62.50%	0	0.00%
Third Year	15	0	0.00%	5	33.33%	9	60.00%	1	6.67%
Fourth Year	5	0	0.00%	1	20.00%	2	40.00%	2	40.00%
Five or More Years	10	1	10.00%	3	30.00%	5	50.00%	1	10.00%

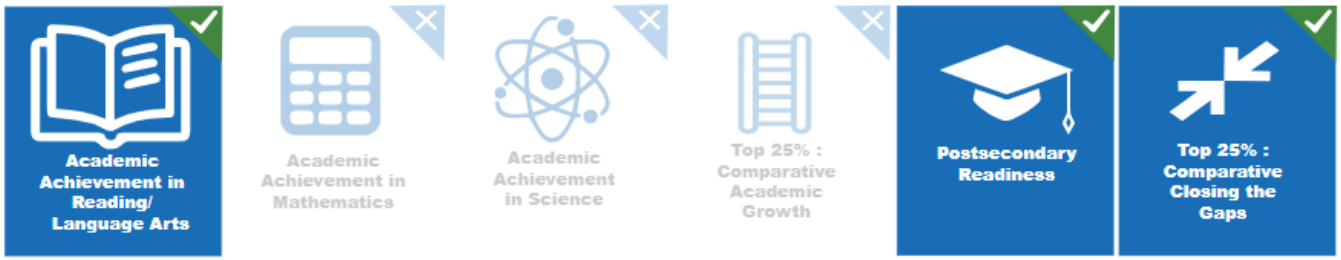


*TELPAS Composite data unavailable for 2017-2018.

Student Learning Strengths

When creating assessments this past year the teams reviewed students 'scores at the approaches, meets, and masters levels. PLT data meetings focused on the number of students scoring at the masters level, earning the campus 3 out of 6 Designated Distinctions.

Distinction Designations



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

We all will work diligently to learn and implement the new district ELAR curriculum and framework.

The teachers chart and monitor each student's progress for skill groups in a data binder to ensure growth in both fluency and comprehension in all grade levels and with use of MAP data.

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 is lower when compared to reading and math. 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 PLT'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 Instructional Leadership Team 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 PLT 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 assessment plan in order to plan an unit of study and cyclical review of information. 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 PLT 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, 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 job qualifications needed.

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 Teams in order to expand our PLT work to include focus on student work analysis, student ownership of learning and formative assessments that is data driven.
Root Cause: Although we have good PLT 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 Gator Cash 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 counselor.

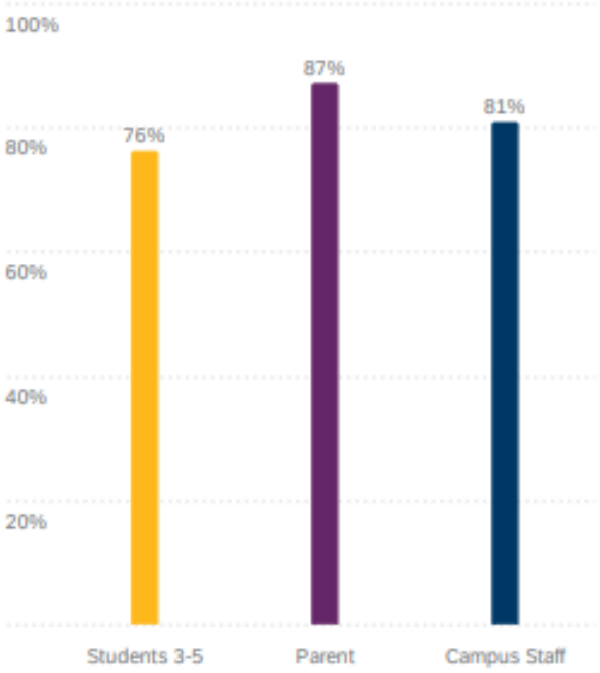
College/ Career Readiness focus activities, career day, etc.

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

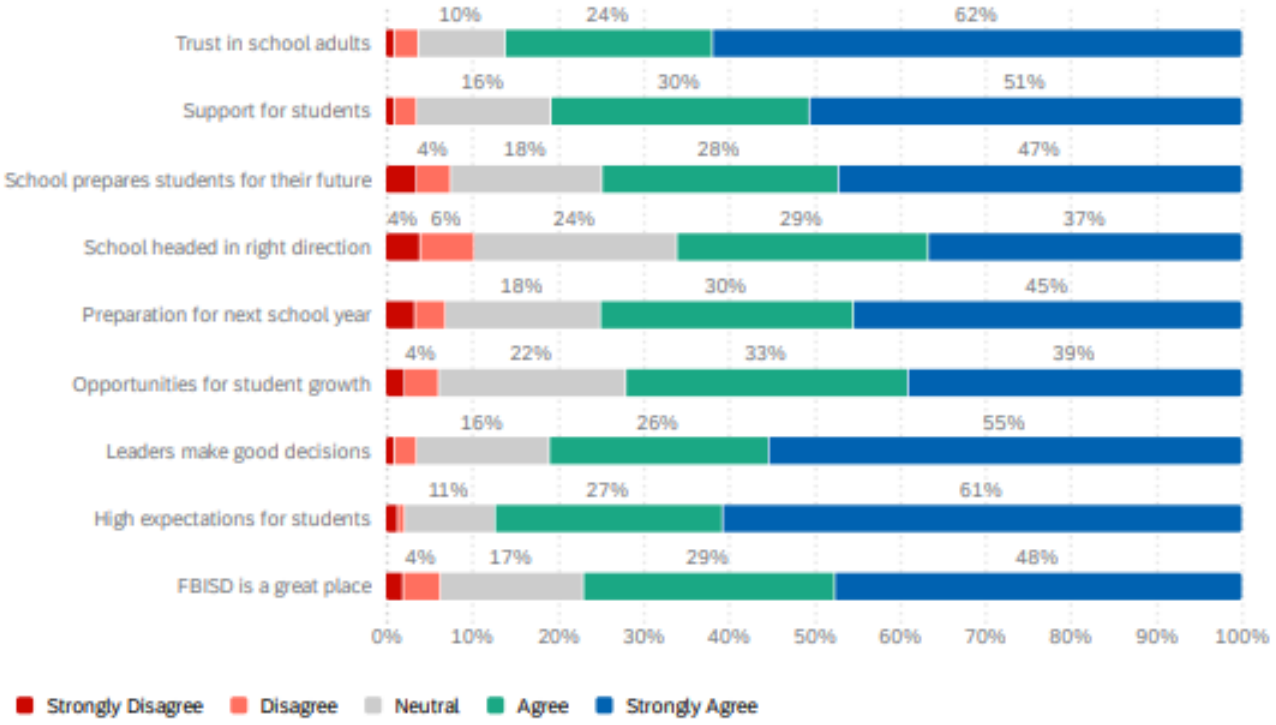
Overall students, staff, and parents are pleased with campus leadership and that students are well prepared for their future in an optimal learning environment.

Overall Learning Experiences and Leadership

Overall Learning Experience and Leadership Agreeance 406

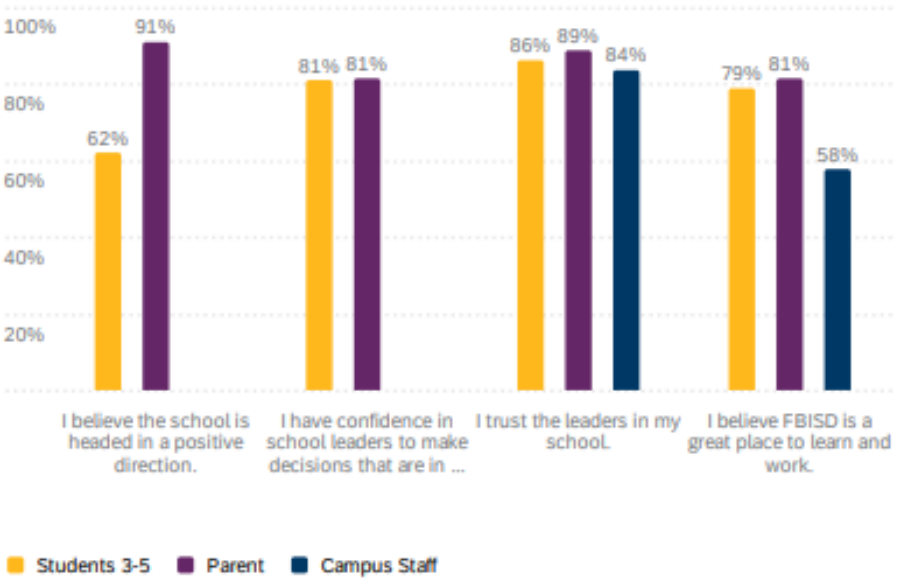


Learning Experience and Leadership Breakdown 406

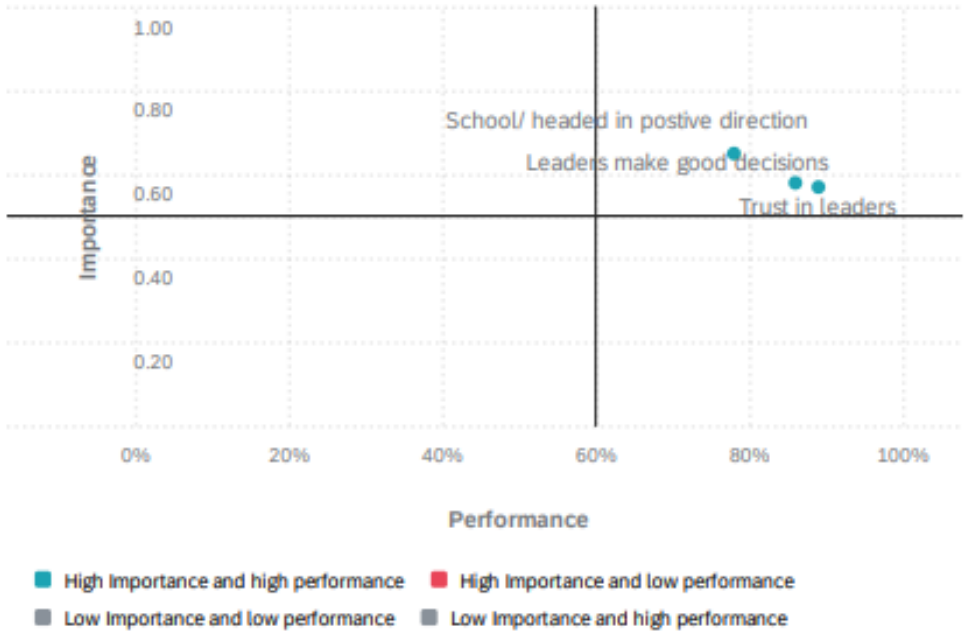


Leadership

Leadership Agreeance 403

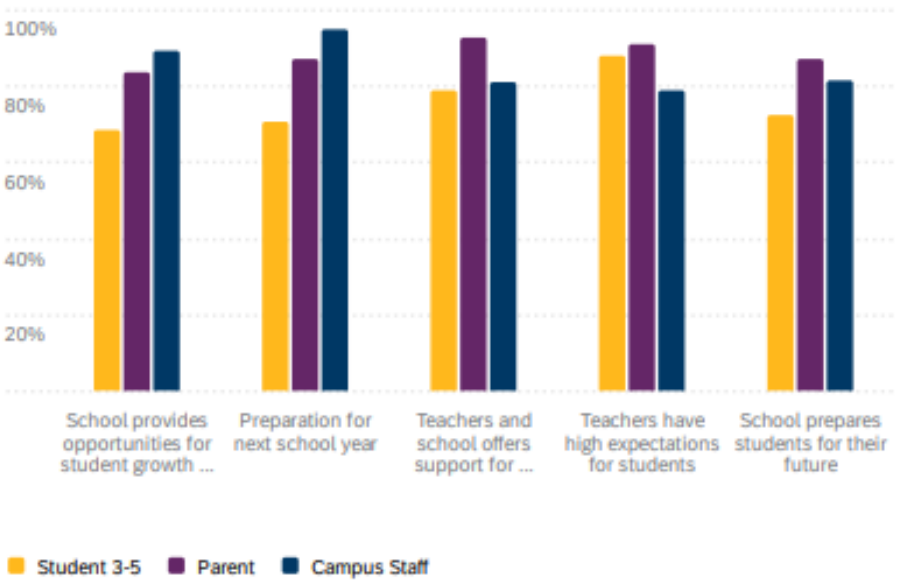


FBISD is a great place to learn and work. 497

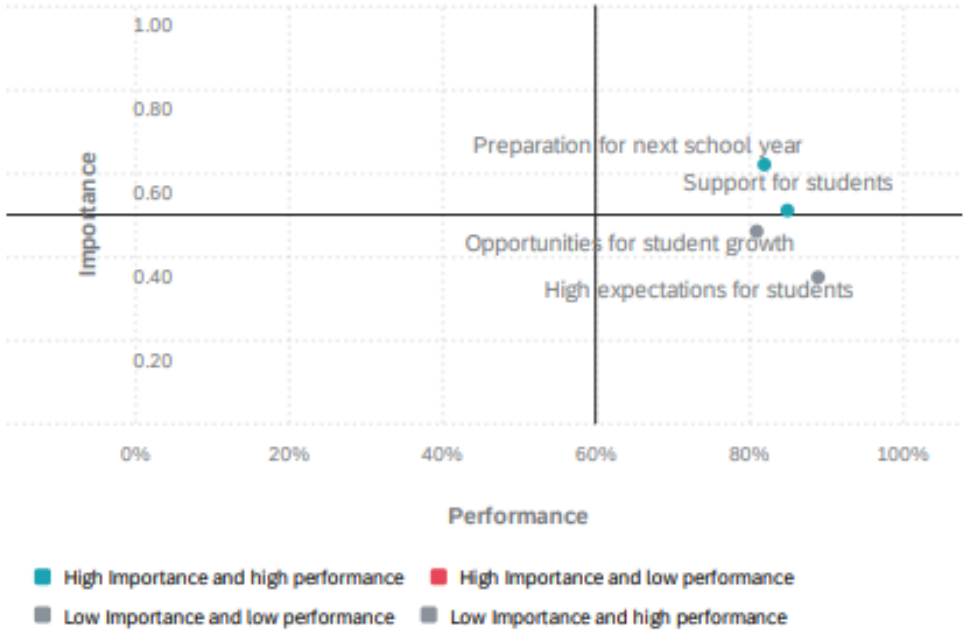


Learning and Growth

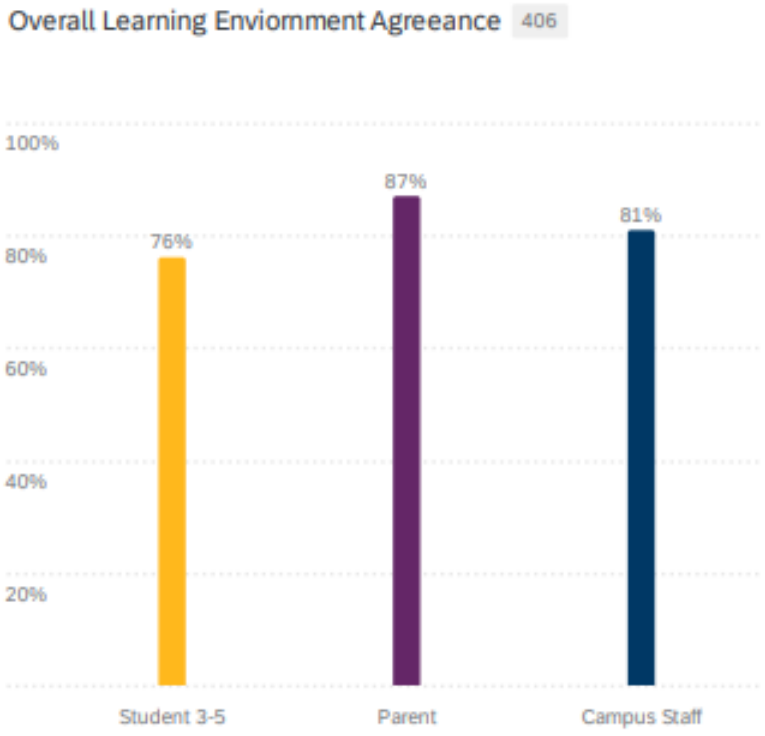
Learning & Growth Agreeance 406

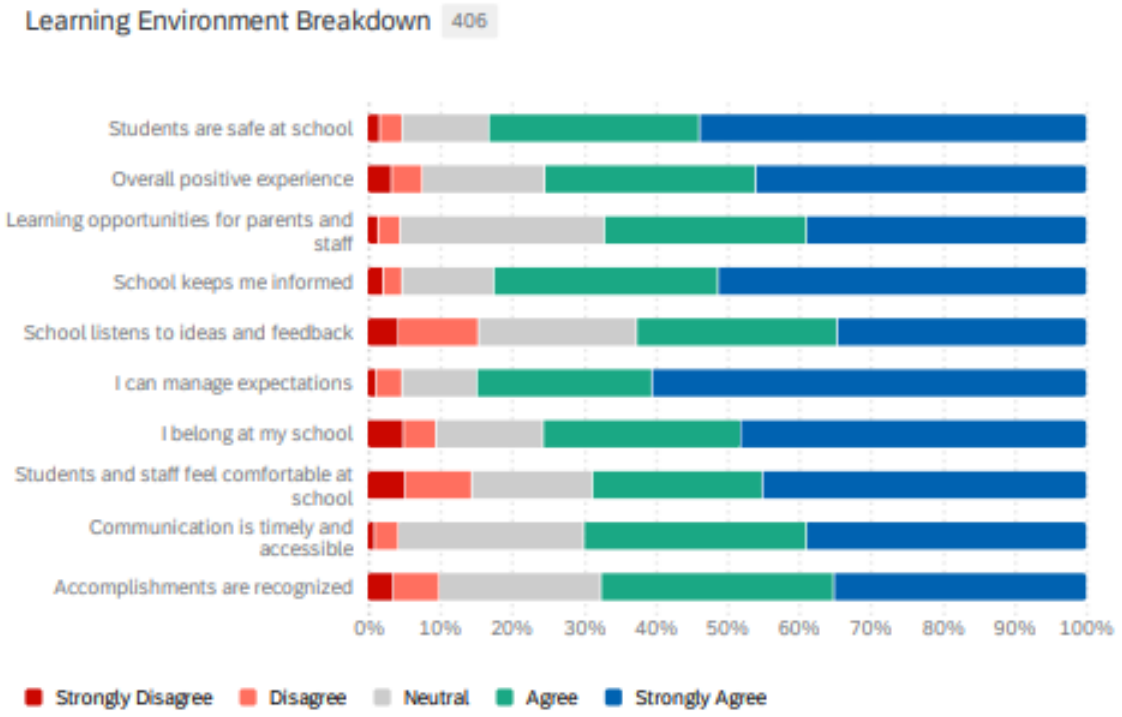


Students are well prepared for the future. 497



Overall Learning Environment



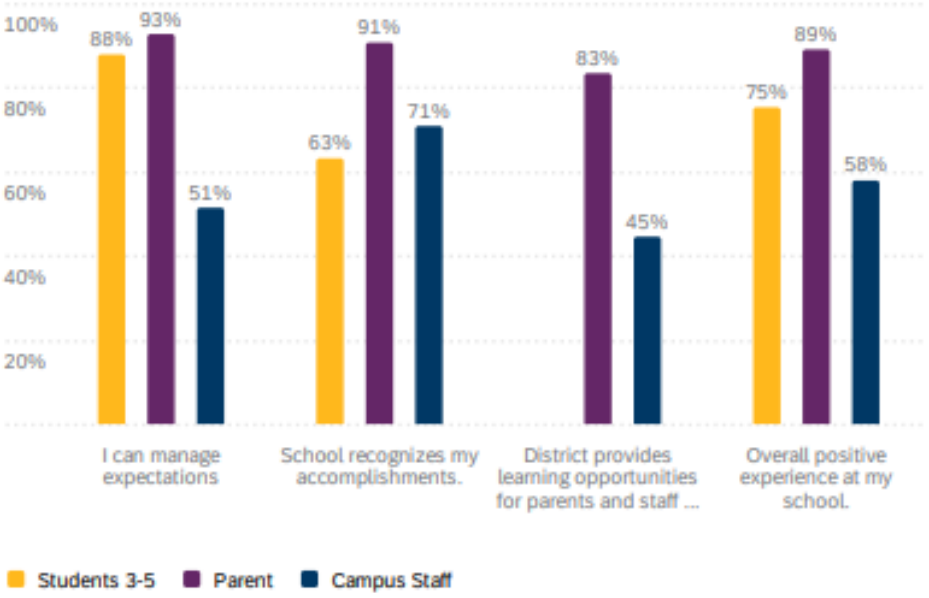


Perceptions Strengths

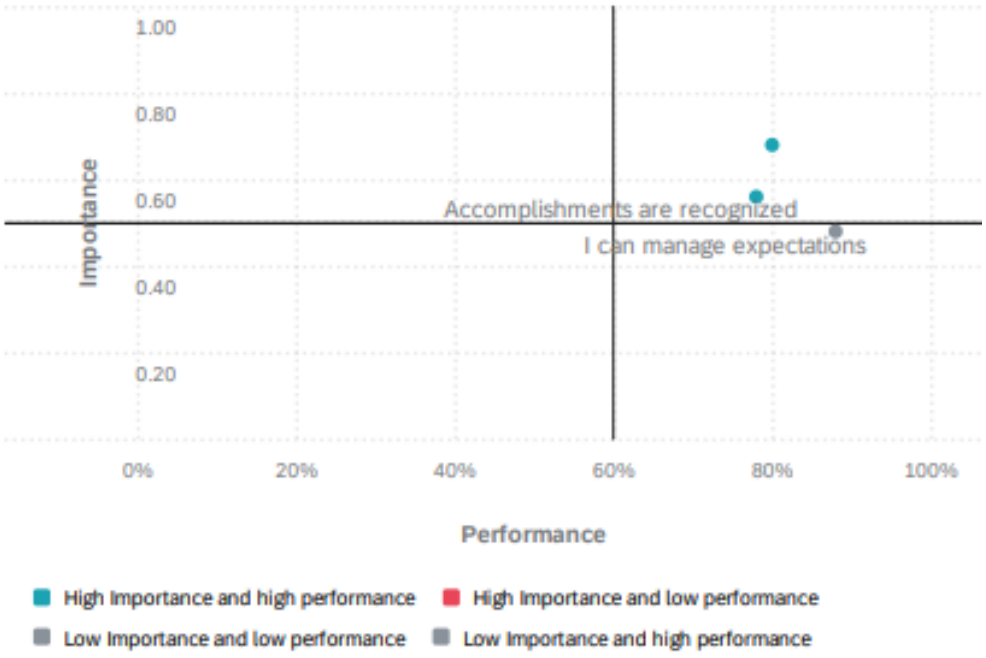
Students, staff and parents also report positive response with recognition, well-being, belonging, respect, communication, and responsiveness indicators at the campus level.

Recognition and Well-Being

Recognition and Well-Being Agreeance 401

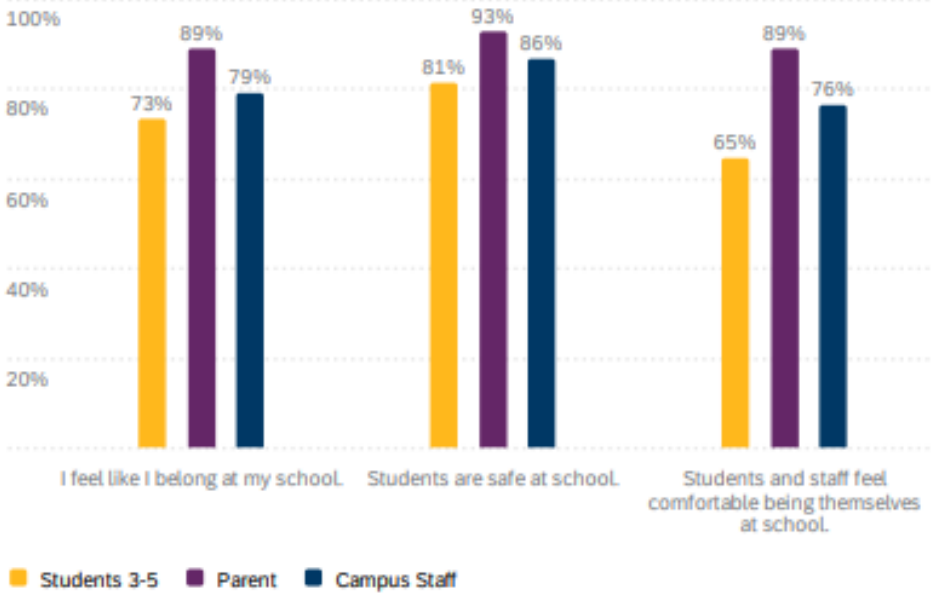


Overall Positive Experience 497



Belonging and Respect

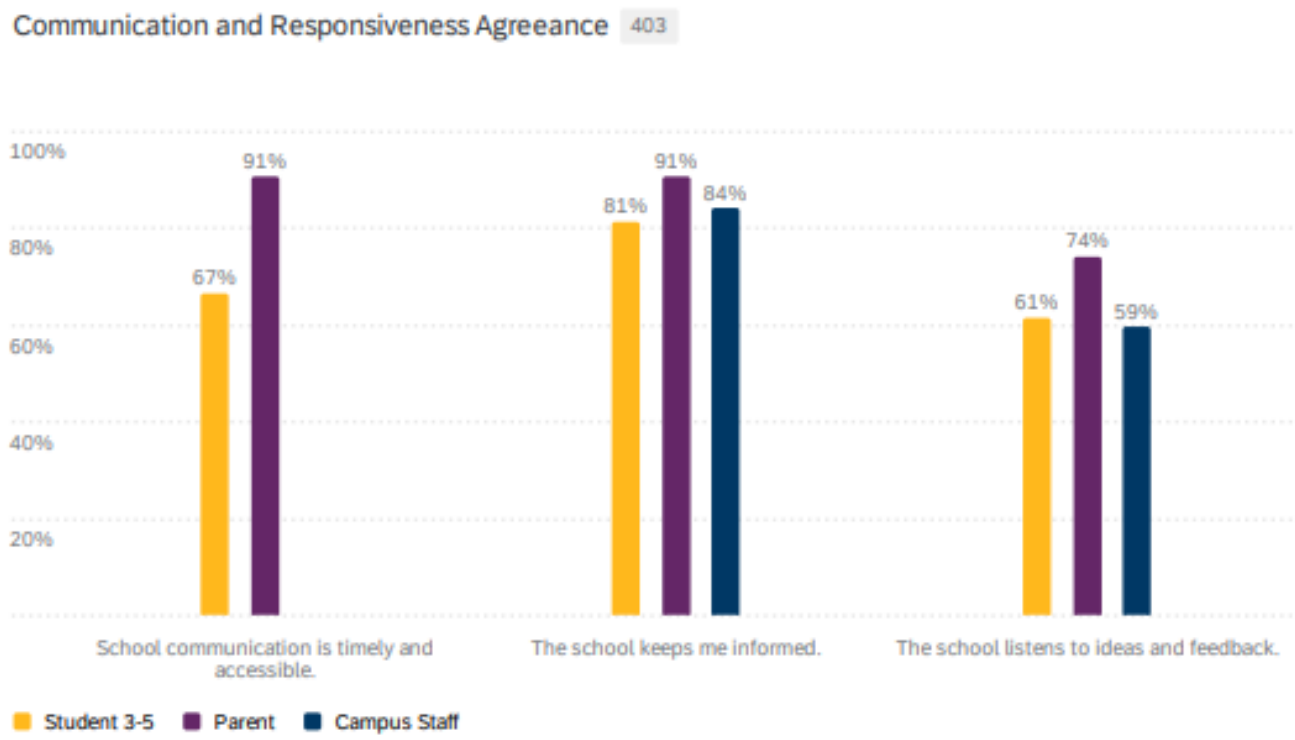
Belonging and Respect Agreeance 405



Student and staff feel comfortable being themselves at school. 497

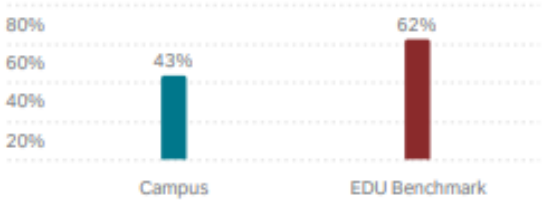


Communication and Responsiveness

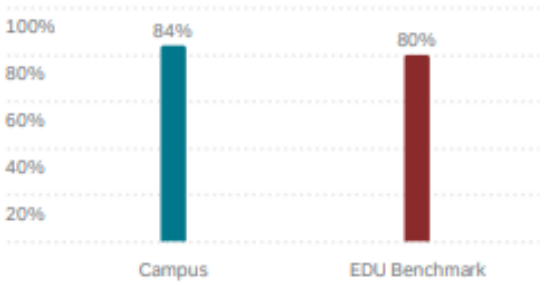


In employee benchmark comparisons we are above average in trust for direct supervisor, staff being recognized for their accomplishments, having open and honest communication at work, feeling comfortable at work, receiving information to perform job effectively, and feeling a sense of belonging at work.

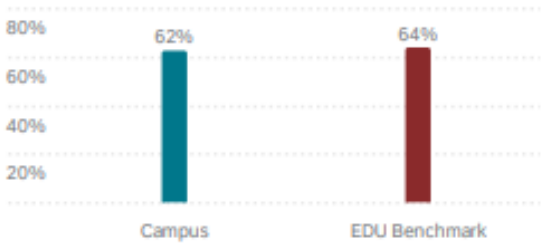
I have confidence in district leadership to make decisions that are in the best interest of FBISD. 38



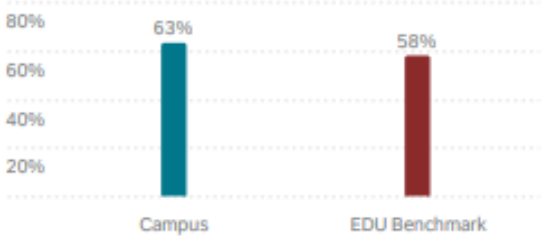
I trust my direct supervisor. 38



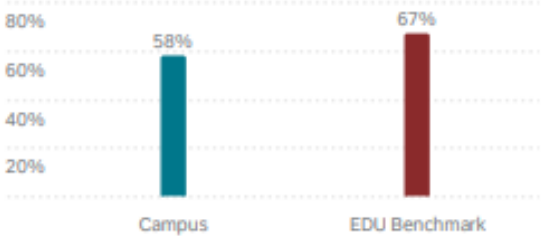
My leaders give staff a clear picture of the direction FBISD is headed. 38



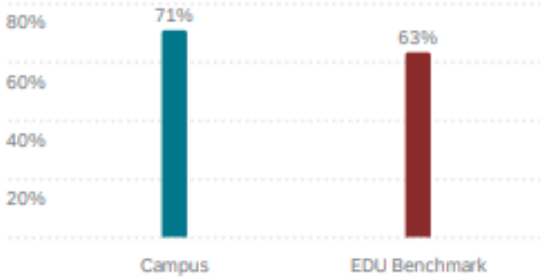
There is open and honest communication at my workplace. 38



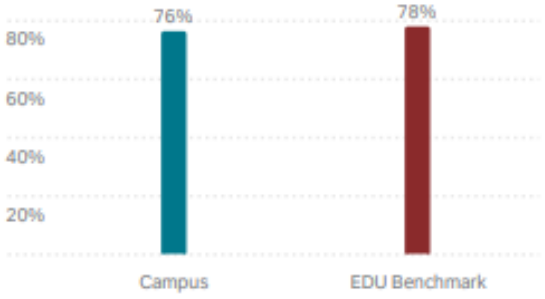
I would recommend FBISD as a great place to work. 38



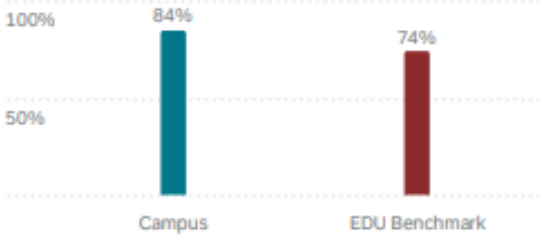
I am recognized for my accomplishments. 38



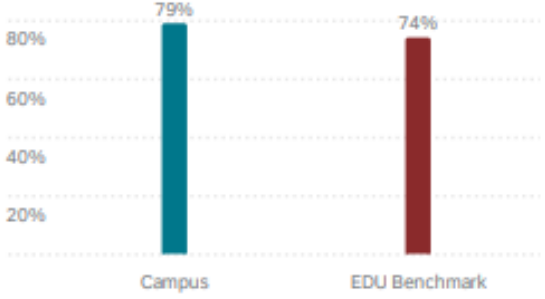
I feel comfortable being myself at work. 38



I receive information I need to perform my job effectively. 38



I feel like I belong at my workplace. 38



Problem Statements Identifying Perceptions Needs

Problem Statement 1: Incorporating/Integrating real life daily connections to PBIS - specific expectations to faculty/staff about our campus direction with implementing PPBIS with fidelity and in a manner that is positively received by students and parents. 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 on PBIS, level one forms, parent communication practices, 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
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Foster Care 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
- Enrollment trends
- Mobility/stability rate, including longitudinal data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure 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 2027, at least 85% of all students in grades K-5 will grow at least a year and a half in reading and math 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			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Administrators will focus on student growth opportunities, intentional planning, and data disaggregation through PLT protocols to monitor growth in reading during content instruction and intervention time. **Strategy's Expected Result/Impact:** K-5 PLT teams will review student performance in math and literacy to plan for intervention/enrichment block for whole group and small group instruction. Performance Growth Timeline: Fall 2026: NWEA MAP Reading and Math will be administered to establish individual student baseline scores and projected growth targets. Winter 2026-2027: At least 70% of students in grades K-5 will demonstrate progress indicating they are on track to achieve at least one and a half years of growth by May 2027. Early Spring 2027: At least 80% of students in grades K-5 will demonstrate progress indicating they are on track to achieve at least one and a half years of growth by May 2027. May 2027: At least 85% of students in grades K-5 will demonstrate at least one and a half years of growth in reading and math as measured by NWEA MAP Growth. **Staff Responsible for Monitoring:** Admin, teachers, and academic specialists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2: All teachers will participate in professional learning targeting individualized instruction, sheltered instruction processes and procedures from LPAC administrator and EL Specialist. **Strategy's Expected Result/Impact:** By May 2027, 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. By May 2027,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-- By May 2027, 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. **Staff Responsible for Monitoring:** Administrators EL Specialist Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3: All GT teachers will participate in professional learning targeting individualized instruction and GT Learning Plans. **Strategy's Expected Result/Impact:** By September 2026, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans and Innovation Hour. By December 2026, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan. By February 2027, 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 By June 2027, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed. **Staff Responsible for Monitoring:** Administration, GT Teachers, and GT COG **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By June 2027, Sienna Crossing Elementary School will increase the percentage of 3rd grade students who score at the Meets Grade Level or above standard on STAAR Mathematics from 66% to at least 75% by improving outcomes in identified student groups: Hispanic/Latino - from 50% to at least 60%, Asian - from 71% to at least 78%, Black or African American - from 54% to at least 65%, White - from 74% to at least 80%, Economically Disadvantaged - from 43% to at least 55%, Emergent Bilingual - from 41% to at least 55%, Special Education - from 33% to at least 45%, and At-Risk - from 33% to at least 45%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Strategies: * Strengthen Tier 1 reading instruction through standards-aligned, grade-level instruction with clear Learning Intentions and Success Criteria; explicit comprehension, vocabulary, written response, and complex-text analysis; and regular STAAR-aligned practice. * Use Grade 3 Reading PLTs to analyze common formative assessments, district assessments, student work, and standards-level data; identify reteach, intervention, and enrichment needs; and disaggregate results by student group. * Provide targeted, flexible small-group intervention for students performing below Meets Grade Level, with particular attention to Emergent Bilingual, Special Education, Economically Disadvantaged, and At-Risk students. * Strengthen differentiated instruction through scaffolds, language supports, modeled thinking, guided practice, purposeful questioning, and consistent implementation of accommodations and linguistic supports. * Monitor instructional implementation through administrator and instructional leader walkthroughs aligned to the district Universal Instruction Observation Rubric/T-TESS, and use trends to identify coaching and professional-learning needs. * Provide acceleration and enrichment for students already demonstrating Meets or Masters performance through deeper analysis, written response, critical thinking, and extension opportunities. **Strategy's Expected Result/Impact:** Evidence of Impact * Increased percentage of students reaching Meets and Masters on campus assessments * Reduction in the percentage of students performing at Did Not Meet * Increased performance on priority Reading TEKS * Growth among identified student groups * Decreased performance gaps between student groups and the overall campus * Spring 2027 STAAR Reading performance of at least 85% Meets Grade Level or above Progress-monitoring frequency: PLTs will review student performance at least every instructional cycle, with campus leadership conducting formal progress reviews following major district/common assessments. Checkpoint Overall Meets+ Target Primary Purpose Spring 2026 STAAR Baseline 81% Starting point Fall 2026 82% Identify initial gaps and intervention groups Winter 2026-27 83% Evaluate effectiveness of Tier 1 and intervention Early Spring 2027 84% Target remaining standards/student groups Spring 2027 STAAR 85%+ Meet annual goal **Staff Responsible for Monitoring:** Admin, teachers, and academic specialists **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By June 2027, Sienna Crossing Elementary School will increase the percentage of 3rd grade students who score at the Meets Grade Level or above standard on STAAR Reading from 81% to at least 85% by improving outcomes in identified student groups: Hispanic/Latino - from 68% to at least 75%, Asian - from 81% to at least 85%, Black or African American - from 82% to at least 85%, White - from 86% to at least 90%, Economically Disadvantaged - from 71% to at least 78%, Emergent Bilingual - from 59% to at least 70%, Special Education - from 46% to at least 60%, and At-Risk - from 52% to at least 65%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June

Strategy 1: Strategies:

* Strengthen Tier 1 mathematics instruction through standards-aligned instruction focused on conceptual understanding, procedural fluency, problem solving, and mathematical reasoning; use concrete, representational, and abstract models as appropriate; and incorporate purposeful student discourse.
* Use Grade 3 Math PLTs to analyze student work, common assessments, district assessments, and formative data; identify prerequisite skill gaps, misconceptions, and priority TEKS; and disaggregate results by student group.
* Respond rapidly to unfinished learning through timely, skill-specific reteaching and flexible small-group intervention, with frequent progress monitoring and adjustment of groups.
* Increase mathematical reasoning by routinely using multistep and non-routine problems, requiring students to explain how and why strategies work, and comparing representations and solution pathways.
* Provide targeted instructional supports for Special Education, Emergent Bilingual, Economically Disadvantaged, At-Risk, Hispanic/Latino, and Black/African American students while maintaining grade-level rigor.
* Monitor implementation through walkthroughs, coaching, and PLT participation, and use instructional and assessment trends to determine professional-learning needs.
* Accelerate students toward Masters through extension tasks requiring application, reasoning, justification, and transfer to unfamiliar contexts.

Some Progress

Strategy's Expected Result/Impact: Evidence of Impact
* Increased percentage of Grade 3 students performing at Meets and Masters
* Reduction in Did Not Meet performance
* Improved mastery of priority mathematics TEKS
* Increased performance across mathematical reporting categories
* Demonstrated growth among identified student groups
* Reduction of achievement gaps
* Spring 2027 STAAR Mathematics performance of at least 75% Meets Grade Level or above

Progress-monitoring frequency: PLTs will review student performance at least every instructional cycle, with campus leadership conducting formal progress reviews following major district/common assessments.

Checkpoint	Overall Meets+ Target	Primary Purpose
Spring 2026	STAAR Baseline 66%	Starting point
Fall 2026	68%	Establish intervention/acceleration groups
Winter 2026-27	70%	Evaluate response to instruction
Early Spring 2027	73%	Intensify support for remaining gaps
Spring 2027 STAAR	75%+	Meet annual goal

Staff Responsible for Monitoring: Admin, teachers, and academic specialists

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

 No Progress  Accomplished  Continue/Modify  Discontinue

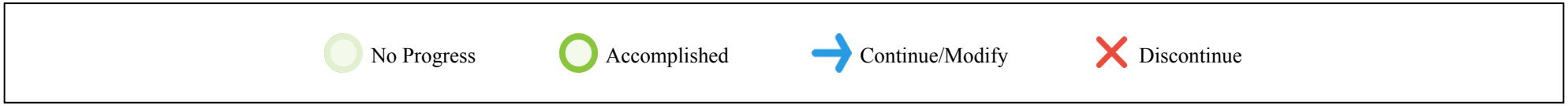
Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2027, we will increase our overall staff promoter score from 53 to 75 when asked if they would recommend SCE to a friend or colleague to see increase in satisfaction.

Evaluation Data Sources: District Climate Culture Survey Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: We will plan monthly health/wellness activities to support staff with our PTO and our climate committee, as well as consistent recognition/celebrations of all staff achievements, and incorporation of differences to promote belonging. **Strategy's Expected Result/Impact:** We will increase our overall staff promoter score from 53 to 75 when asked if they would recommend SCE to a friend or colleague to see increase in satisfaction. **Staff Responsible for Monitoring:** Administration Teachers Staff Parents/Community **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Integrated Student Support Systems	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
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. **Strategy's Expected Result/Impact:** Discussions at PLT, 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 **Staff Responsible for Monitoring:** All staff, parents, students **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Integrated Student Support Systems	 Some Progress			


No Progress
Accomplished
Continue/Modify
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 2027, SCE will increase our student feeling of belonging at our school from 73% to 95% as measured by the district's Culture-Climate and Student Engagement survey.

Evaluation Data Sources: Stakeholder Participation Rates, Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Integration of PBIS strategies will continue to be planned for in PLT's and implemented to help students understand campus expectations for behavior, student academic success. and student engagement in academics. **Strategy's Expected Result/Impact:** Decreased discipline referrals and increased observations of good classroom management practices with focus on restorative practices **Staff Responsible for Monitoring:** Administrators, Staff and PBIS Committee **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	 Some Progress			

 No Progress  Accomplished  Continue/Modify  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 3: By June 2027, SCE will increase our parent overall learning experience and leadership agreeance from 87% to 95% as measured by the district's Culture-Climate and Student Engagement survey.

Evaluation Data Sources: Stakeholder Participation Rates, Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: We will increase our digital footprint presence and parent communication to exhibit all positive and interactive experiences happening at SCE. We will communication weekly through teacher newsletters and monthly through administrative letter to parents to give more clarity to focus of campus, how parents can support, and how they can be involved. **Strategy's Expected Result/Impact:** SCE will increase our parent overall learning experience and leadership agreeance from 87% to 95% as measured by the district's Culture-Climate and Student Engagement survey **Staff Responsible for Monitoring:** All **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

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 2027, 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			
	Formative			Summative
	Oct	Dec	Feb	June
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. **Strategy's Expected Result/Impact:** Eliminate over spending in any budget area and monitor expenditures monthly. **Staff Responsible for Monitoring:** Principal Assistant Principals Executive Assistant **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Sienna Crossing Elementary

Total SCE Funds: $4,706.00
Total FTEs Funded by SCE: 1.5
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.

Personnel for Sienna Crossing Elementary

Name	Position	FTE
MCANINCH, COURTNEY	TEACHER LIT INTRVN	1
RAMSAY, PATRICE	SPECIALIST MATH ELEM	0.5