

C G SIVELLS EL
Campus Improvement Plan
2018/2019

Where Learning Journeys Begin!



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C G SIVELLS EL

Mission

The mission of Sivells Elementary faculty and staff is to empower all students to be successful by fostering a love for learning.

Vision

Sivells Elementary will nurture an environment that cultivates academic success and lifelong learners.

Nondiscrimination Notice

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

C G SIVELLS EL Site Base

Name	Position
Aparicio, Rebecca	Counselor
Blazek, Diana	1st grade Teacher
Busby, Valerie	2nd grade Teacher
Dittrich, Jessica	Parent Representative
Foyt, Dana	Principal
Garza, Anita	Assistant Principal
Jett, Diana	Special Education Teacher
Johnson, Fred	Community Representative
Markwordt, Amy	Parent Representative
Mata, Nancy	Pre K Teacher
Rath, Monica	Associate Principal
Roddy, Heath	Technology/District Representative
Simmons, Sara	Kindergarten Teacher
Williams, Kim	Rtl Teacher
Williams, Landy	Security/District Representative
Wind, Sara	Literacy Coach

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 1. Sivells will increase the level of instructional support provided to teachers through instructional coaches and facilitators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading facilitator will meet with core ELAR teachers regularly to discuss student academic growth and provide support for instruction to teachers. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist	Aug. 2018 - May 2019	(F)Title I, (O)Local Districts	Unit assessments & diagnostic data
2. Initiate campus wide vocabulary focus with instructional support by facilitator. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	ELA Instructional Specialist	Aug. 2018 - May 2019	(F)Title I, (O)Local Districts	Diagnostic and screener data.
3. Continue support for Pre Kindergarten and Kindergarten teachers with the implementation of Writer's Workshop. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	ELA Instructional Specialist	Aug. 2018 - May 2019	(F)Title I, (O)Local Districts	Unit assessments, diagnostic data, T-TESS walk throughs

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 2. Sivells will develop and utilize a three-year staff development plan to avoid a fragmented approach to trainings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All K-2 math teachers will participate in the Guided Math book study. (Target Group: All, 9th, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1)	Associate Principal/Dean of Instruction, Teacher(s)	Aug. 2018 - Dec. 2018	(O)Local Districts	Unit assessments, diagnostic and screener data
2. All core teachers will participate in Thinking Map training. (Target Group: All, K, 1st, 2nd) (Strategic Priorities: 1,2) (CSFs: 1,4)	Associate Principal/Dean of Instruction, ELA Instructional Specialist	Aug. 2018 - Dec. 2018	(F)Title I, (O)Local Districts	T-TESS Walk throughs
3. Utilize professional development director, Pat Brown, to train all core teachers in Write from the Beginning to begin campus implementation. (Target Group: PRE K, K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal	Aug. 2018 - May 2019	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	T-TESS walk throughs and observations
4. Provide professional development to all core teachers for Zaner-Bloser Handwriting program to align with the upcoming updated ELAR TEKS. (Target Group: PRE K, K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal	August 2018	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	T-TESS teacher observations and walkthroughs

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 3. Sivells will develop the premier Science, Technology, Engineering, Mathematics (STEM) program in the county.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement new after-school Lego club for second grade students that is aligned to STEM activities. (Target Group: 2nd) (Strategic Priorities: 3) (CSFs: 5)	Associate Principal/Dean of Instruction, Teacher(s)	Sept. 2018 - May 2019	(O)Local Districts	Student and parent post survey

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 4. Sivells will continue to refine the balanced literacy approach as we deliver effective instruction to all students in grades PK-2.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to utilize campus reading instructional facilitator to provide professional development and instructional support to teachers in all components of balanced literacy. (Target Group: PRE K, K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist	Aug. 2018 - May 2019	(F)Title I, (O)Local Districts	Planning meetings, PLCs, T-TESS teacher observations
2. Continue to implement the balanced literacy framework by offering professional development in the components of literacy to new teachers as well as professional development for developing instructional staff. (Target Group: PRE K, K, 1st, 2nd) (Strategic Priorities: 1) (CSFs: 1,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist	Aug. 2018 - May 2019	(F)Title I, (O)Local Districts	T-TESS observations and walkthroughs, planning PLCs
3. Implement the Write from the Beginning and Beyond curriculum in instruction in all ELAR classroom. (Target Group: PRE K, K, 1st, 2nd) (Strategic Priorities: 1,2) (CSFs: 1,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist	Aug. 2018 - May 2019	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	T-TESS teacher observations, walk throughs, planning PLCs, Unit Assessments
4. Use student writing portfolios to track student academic growth in writing. (Target Group: PRE K, K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,4,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Teacher(s)	Aug. 2018 - May 2019	(O)Local Districts	T-TESS observations, unit assessments, student portfolios

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 5. Sivells will be engaged in the development of a systematic curriculum framework that will be utilized for the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will use TEKS Resource System for all core curriculum areas. (Target Group: K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,4,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal, Teacher(s)	Aug. 2018 - May 2019	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds	T-TESS observations, planning PLCs, TEKS Resource unit assessments
2. Pacing guides will be used K-2 in ELAR and Math and will be implemented in Science and Social Studies. (Target Group: K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,2,4,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Teacher(s)	Aug. 2018 - May 2019	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	T-TESS observations and walk throughs, PLCs, planning
3. With support from Dean of Instruction and ELAR facilitator, teachers will utilize the use of unit maps and IFDs from the TEKS Resource System to plan instruction in core areas. (Target Group: K, 1st, 2nd) (Strategic Priorities: 1,2) (CSFs: 1,2,4,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist	Aug. 2018 - May 2019	(F)Title I, (O)Local Districts	Planning PLCs, lesson plans
4. Develop assessments in DMAC using the TEKS Resource System items to adjust and monitor curriculum. (Target Group: K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,2,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Teacher(s)	Aug. 2018 - May 2019	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Unit assessments, data digs
5. With support from the Dean of Instruction and ELAR Facilitator, Pre Kindergarten teachers will use Frog Street Curriculum to plan their instruction. (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 1,7)	Associate Principal/Dean of Instruction, ELA Instructional Specialist	Aug. 2018 - May 2019	(F)Title I, (O)Local Districts	T-TESS teacher observations, lesson plans, Planning PLCs

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 6. Sivells will continue to integrate technology as an instructional learning tool.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to utilize MyOn for independent reading practice, comprehension, vocabulary and reading projects in all grade levels. (Target Group: PRE K, K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,4)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal	Aug. 2018 - May 2019	(O)Local Districts, (S)Local Funds	Diagnostic data, screener data, T-TESS teacher/classroom observations
2. Utilize online programs such as Istation, Imagine Math and ESTAR to assess and screen students in reading and math. (Target Group: PRE K, K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,2,4)	Associate Principal/Dean of Instruction, ELA Instructional Specialist	Aug. 2018 - May 2019	(O)Local Districts, (S)Local Funds	Diagnostic data, screener data 3 times per year
3. Students will use iPads and Kindles for independent learning in math and ELAR stations. (Target Group: PRE K, K, 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,2,4)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Teachers	Aug. 2018 - May 2019	(O)Local Districts, (S)Local Funds	T-TESS walk throughs and observations, Planning PLCs
4. First and second grade students will use Kindles and Chromebooks for independent learning in math and ELAR stations. (Target Group: 1st, 2nd) (Strategic Priorities: 2) (CSFs: 1,4)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Teachers	Aug. 2018 - May 2019	(O)Local Districts, (S)Local Funds	T-TESS walk throughs and observations, Planning PLCs; student log-in and data reports

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 7. Sivells will continue to meet the state standard and demonstrate student growth to close the achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will continue to implement the ELPS in daily instruction. (Target Group: ESL, LEP) (Strategic Priorities: 2) (CSFs: 1,2)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal, Teacher(s)	Aug-May	(F)Title III Bilingual / ESL, (S)Local Funds	Walkthroughs; PLC agenda in October; sign-in sheets; TTESS
2. Provide all ESL students instruction by ESL certified teachers and support from bilingual paraprofessionals. (Target Group: ESL, LEP) (Strategic Priorities: 2) (CSFs: 1,2)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal, Teacher(s)	Aug.-May	(F)Title III Bilingual / ESL, (S)Local Funds	Teacher certification records; walkthroughs; TTESS
3. Provide all bilingual students instruction by bilingual certified teachers and support from bilingual paraprofessionals.	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal, Teacher(s)	Aug. -May	(F)Title III Bilingual / ESL, (S)Local Funds	Teacher certification records; walkthroughs; TTESS
4. Progress monitor all ELL students through the LPAC DMAC application. (Target Group: ESL, LEP) (Strategic Priorities: 2) (CSFs: 2,4)	Associate Principal/Dean of Instruction, Counselor, ELA Instructional Specialist, Principal, Teacher(s)	Aug.-May	(F)Title III Bilingual / ESL, (S)Local Funds	PLC agenda in September and sign-in; DMAC reports; LPAC meetings
5. Progress monitor all ELL students through IStation, DRA, TPRI, and Rtl. (Target Group: ESL, LEP) (Strategic Priorities: 2) (CSFs: 1,2)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal, Teacher(s)	Aug.-May	(F)Title III Bilingual / ESL, (S)Local Funds	DMAC, iStation reports; DRA spreadsheets
6. All ELAR teachers will be ESL certified. (Target Group: ESL, LEP) (Strategic Priorities: 2) (CSFs: 1)	Associate Principal/Dean of Instruction, Principal	Aug.-May	(F)Title III Bilingual / ESL, (S)Local Funds	Teacher certification records

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Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 1. Sivells will offer a "Grow Your Own" program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide paraprofessionals and incoming substitutes opportunities to work closely with highly qualified teachers to learn effective educational practices. (Strategic Priorities: 1)	Assistant Principal, Associate Principal/Dean of Instruction, Principal, Teacher(s)	August 2018 - May 2019	(O)Local Districts	Walkthroughs; end of year substitute survey; agendas and sign-in sheets

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Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 2. Sivells will continue to improve staff support systems in the areas of instruction and professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. There will be more opportunities for in-house training utilizing the campus reading facilitator, Dean of Instruction and the Director of Staff Development and Teacher Improvement. (Title I SW: 4) (Strategic Priorities: 1) (CSFs: 1,7)	Associate Principal/Dean of Instruction, Director of Professional Development, ELA Instructional Specialist	August 2018 - May 2019	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Lesson plans and walkthroughs
2. One to two faculty members will be sent to professional development opportunities so they can bring back the training for the remaining staff members. (Title I SW: 4) (CSFs: 7)	Director of Professional Development, Principal(s), Teacher(s)	August 2018 - May 2019	(O)Local Districts	Lesson plans and walkthroughs
3. New teachers will be supported through the new teacher mentor program. (Title I SW: 4) (Strategic Priorities: 1) (CSFs: 7)	Director of Professional Development, Teacher(s)	August 2018 - May 2019	(F)Title IIA Principal and Teacher Improvement	Mentor Logs; 100% participation of new teachers and their mentors
4. Teachers will be provided with opportunities to observe other highly qualified teachers. (Title I SW: 4) (CSFs: 7)	Associate Principal/Dean of Instruction, Director of Professional Development, Principal, Teacher(s)	August 2018 - May 2019	(O)Local Districts	Walkthroughs

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Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 3. Sivells will continue recruitment strategies to attract highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sivells administrators will participate in job fairs. (Strategic Priorities: 1)	Principal(s)	August 2018 - May 2019	(O)Local Districts	Administrator attendance record and principal's report will reflect attendance at job fair.
2. Sivells will advertise open staff positions on social media. (Strategic Priorities: 1)	Assistant Principal, Associate Principal/Dean of Instruction, Principal	on-going	(O)Local Districts	Website and social media records
3. Staff members will serve on campus interview committees. (Strategic Priorities: 1)	Associate Principal/Dean of Instruction, Principal, Teacher(s)	on-going	(O)Local Districts	Sign-in sheets

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Goal 3. Provide facilities that enhance a positive learning environment and foster student and community pride.

Objective 1. Sivells will provide clean, efficient, and effective instructional environments through proactive maintenance and modifications.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Closely monitor the effectiveness of ABM Services Group by submitting weekly report cards.	Assistant Principal, Director of Operations, Teacher(s)	August 2018 - May 2019	(O)Local Districts	Teachers will submit daily cleaning concerns and a weekly report card will be submitted.
2. Sivells administration will communicate pest/rodent concerns with the WISD maintenance department.	Assistant Principal, Director of Operations, Teacher(s)	August 2018 - May 2019	(O)Local Districts	Faculty members will submit concerns as they arise.
3. Sivells administration will evaluate the campus for opportunities to improve the facility and grounds through improvement repairs.	Assistant Principal, Director of Operations, Teacher(s)	August 2018 - May 2019	(O)Local Districts	Faculty members will submit maintenance requests as needed.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Sivells Elementary School is a Pre-K to 2nd-grade campus within the Wharton Independent School District. It currently has an enrollment of 532 students. This school opened in 1952, and it serves lower income to middle-income families. Our student population is 61.79% Hispanic, 25.99% African American, 8.78% Anglo American, 2.58% two or more ethnicity and 0.86% Asian. That population is 52.32% male and 47.68% female while 95.70% of our students are on free or reduced lunch. There are 26 (4.47%) students in our GT program, 108 (18.59%) Limited English Proficient students, 1 (017%) in foster care and 256(44,06%) students listed as homeless due to Hurricane Harvey. The teaching staff at Sivells consists of 35 teachers and 23 instructional aides which consists of 66% Anglo Americans, 25% Hispanic American and 9% African American. Our average student to teacher ratio is 17.1 students per teacher.

Demographics Weaknesses

1. Faculty demographics do not match student demographics.
2. Student enrollment has declined over the past three years from a student population of 635 in the 2015-2016 school year to present day of 532 students.

Demographics Needs

1. Hurricane Harvey resulted in our campus losing 51 students. Other students have left the district to go to other school districts for various reasons.
2. Retain instructional staff that mirrors student demographics.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

60% of 2nd grade students were reading on grade level or above according to DRA2 end of year data. 2nd grade students reading on or above grade level increased 11% from the beginning of the year with increasing expectations as the year progressed.

44% of 1st grade students were reading on grade level or above according to DRA2 end of year data. 1st grade students reading on or above grade level increased 9% from the beginning of the year with increasing expectations as the year progressed.

92% of Kindergarten students were developed in letter identification according to the end of year TPRI data. Kindergarten students developed in letter identification increased 18% from the beginning of the year.

90% of Kindergarten students were developed in letter sound recognition according to the end of year TPRI data. Kindergarten students developed in letter sound recognition increased 38% from the beginning of the year.

86% of 2nd grade students' reading accuracy was at an independent level according to the end of year TPRI data. 2nd grade students' reading accuracy at an independent level increased by 16% from the beginning of the year.

Student Achievement Weaknesses

33% of Kindergarten students were developed in story comprehension according to the end of year TPRI data.

39% of 1st Grade students were developed in Non-fiction story comprehension and 67% in Fiction story comprehension according to the end of year TPRI data.

27% of 2nd Grade students were developed in Fiction story comprehension and 33% were developed in Non-Fiction story comprehension according to the end of year TPRI data.

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

Student Achievement Needs

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

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

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

Student Achievement Summary

The campus based decision making committee used several sources of data to gather information for the campus needs assessment. Through On Data Suite, the

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

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. The campus uses CLI, IStation, TPRI and DRA scores for reading and Imagine Math and ESTAR for math. 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 2nd grade. Students are grouped based on their level of reading. Teachers participate in data digs three times per year after each testing period 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 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. 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 Instructional Facilitator and Dean of Instruction. On-site professional development lead by the Instructional Facilitator and Dean of Instruction will be ongoing and provided on a weekly basis 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 PBIS, CHAMPS and Conscious Discipline as behavior management systems. These are taught and supported by an active Positive Behavior Intervention Support team. These measures have lead to a decrease in discipline referrals. There is a shift in focus from reprimanding inappropriate behaviors to praising and rewarding desired behaviors. Students are seen placing value on working toward success and work very hard to get caught being good. There are scheduled recognitions of academic achievement school-wide.

There is a focus on celebrations of success. PBIS school-wide expectations and incentive systems will become part of the school culture. At this time we have five extracurricular activities in which students may participate. They are an Art club, Lego Club, Book Club, Music Club and Fuel Up to Play 60. Students will also compete in UIL academic competitions.

School Culture and Climate Weaknesses

Positive reinforcement for desired behavior needs to significantly increase.

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

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

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

Comprehensive Needs Assessment

School Culture and Climate Needs

We will continue creating and trying to lower the level 2 referrals.

The school needs to continue to transition from all day ISS as the consequence of choice to more age appropriate timeouts and return to instruction.

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

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

Data results indicate a need for an increase of equity in discipline management and referrals school-wide.

We have a need for more extracurricular activities

School Culture and Climate Summary

School culture and climate have been in a process of transformation last year and this year. The need to improve our customer service and make Sivells a more welcoming place for parents and students is paramount to our CIP. We are continuing to support our staff in accessing culturally responsive strategies which will best support success in our 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 at the beginning of the school year, as well as, at the end of the school so we will have data to review and make positive changes for the next school year.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

100% teachers at Sivells are highly qualified, 100% teachers with G/T students are certified to teach GT students

100% teachers with Bilingual/ESL students are Bilingual or ESL Certified teachers

100% teachers working with Special Education students are certified in Special Education

Increase number of staff CPI certified.

New teachers are provided a mentor.

New teachers are given the opportunity to observe peers during instruction time.

Teachers are involved in the hiring process.

Professional Development opportunities.

Welcoming Committee and Sunshine Club for Teachers.

Numerous incentives for teachers throughout the year.

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

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

Monthly Birthday celebrations.

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

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.

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.

Learning Walks.

Develop teacher classroom management skills.

Need more instructional assistants.

Need a Math/Science Instructional Coach.

Increase number of ESL certified teachers.

Increase number of Bilingual certified teachers.

Increase number of CPI certified teachers

Provide continuous support to retain quality staff members

Staff Quality, Recruitment and Retention Summary

Our campus uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. The hiring committee then discusses and assists in making the decisions as to whom to recommend for hire when vacancies are present. In addition, administrators conduct at least 15 walkthroughs weekly to observe and assess the quality of teaching in each classroom. Administrators provide timely, constructive feedback and all information is posted in DMAC which teachers can access. If needed, administrators meet with teachers to provide additional feedback in which goals are set and instructional procedures are discussed. The T-TESS timelines are followed throughout the school year. Teacher TTESS performance records are kept by the principal. The principal also provides observations and evaluations to paraprofessional staff, the counselor, and the assistant administrators. Novice teachers are provided a mentor to help them be successful in the classroom. New teachers to the campus but are not first-year teachers are provided a buddy teacher their first year.

Comprehensive Needs Assessment

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

Curriculum, Instruction and Assessment Weaknesses

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

Curriculum, Instruction and Assessment Needs

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

Curriculum, Instruction and Assessment Summary

District adopted initiatives such as our balanced literacy program will continue to be implemented on the Sivells campus. Pre Kindergarten students will be screened 3 times a year using the Children's Learning Institute assessment tool. Kindergarten students will be screened 2 times a year using the DRA2, and 3 times a year using TPRI, and IStation assessments.

1st and 2nd grade students will be screened 3 times a year using the DRA2, TPRI, IStation (monthly), Imagine Math, Star assessments. Students will be monitored on an individual basis with focused attention on academically fragile student groups. Rtl instruction will be provided to all tier II and tier II students in the classroom. Tier II students will receive pull out intervention services daily for 30 minutes.

Frequent walk-throughs will be completed by administrators to ensure that high yield strategies are being implemented daily.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

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

Parents and community members are recruited to volunteer for our SBDM team and to help up create links and opportunities for community and business input and support. Some of the partnerships Sivells has fostered have been with HEB, the MEHOP Mobile Health lab, Dentist, McDonald's and local churches. Sivells also participates in Blessings in a Backpack to support our students who may not have enough to eat.

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

Family and Community Involvement Needs

Sivells needs various counselor 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. Sivells will also implement a School Readiness Parent meeting at the end of summer during which academic and behavior expectations will be addressed so that students will have a smooth transition to their upcoming school year.

Family and Community Involvement Summary

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

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

Sivells Elementary has incorporated the following:

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

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

School Messenger used regularly for communication purposes.

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

Participation by all staff members on campus special committees.

Teams working in unity for various campus duties and needs.

Schedules for support services.

Emergency Operation Plan

Campus Safety

Campus Designated Committees in place.

Fuel Up to Play 60

Music Club

Art Club

Lego Club

Book Club

School Context and Organization Weaknesses

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

School Leadership Team (SLT) will meet regularly to address vertical alignment.

Continue Instructional Coaching/Planning (deconstructing the TEKS)

Engage in effective planning using the PLC model

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

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

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

Follow SBDM Agenda closely - discussing only those listed items.

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

Add an additional student activity after school.

Add a Science night

Comprehensive Needs Assessment

School Context and Organization Needs

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

SLT will meet regularly to address vertical alignment

Continue Instructional Coaching/Planning (deconstructing the TEKS)

Engage in effective planning using the CTM model

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

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

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

Follow SBDM Agenda closely - discussing only those listed items.

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

Add an additional student activity after school.

Add a Science night

School Context and Organization Summary

Sivells Elementary is a campus that provides opportunities for all students to receive a quality academic education as well as a social and emotional learning environment enabling them to become successful in a global society. Our school is a Title 1 school with approximately 75% of our students are At Risk and approximately 95% of our students are on free or reduced lunch.

Our school conducts periodic evaluations of campus performance in all aspects of the working components of the campus. The CNA surveys provide the SBDM and various campus-based committees, administration and grade levels with input as to what and how the operations of our campus are conducted, thus providing feedback on all programs that our campus operates and utilizes. Scheduled SBDM, Faculty, CTM, CAT, PBIS and grade level meetings are conducted weekly, biweekly, and monthly to address campus issues that ensure the organization of the school is appropriate to the needs of the campus.

Comprehensive Needs Assessment

Technology

Technology Strengths

Sivells utilizes district technologists on a regular basis for training, planning, and troubleshooting. All core instructional teachers are incorporating student use of technology in reading and math daily along with interactive smart board technology. All 2nd-grade classrooms have been equipped with 4 kindles and 3 student desktop computers for student use. All 1st-grade classrooms have been equipped with 4 Chromebooks for student use. All Kindergarten classrooms have been equipped with 4 I Pads for student use. All Pre K classrooms have been equipped with interactive projectors and 3 desktop computers. We will start this year off with more iPads in the kindergarten classroom that was received from the Barbara and Walter Young foundation. Wi-Fi access and availability have increased in classrooms campus-wide. All kinder, 1st and 2nd-grade classroom will be set up with wall mounted projectors to free up instructional space in the classroom that were provided through a grant from Donors Choose.

Technology Needs

Sivells will continue to work toward increasing interactive technology in all classrooms. Wi-Fi coverage in other areas on campus such as the gym and cafeteria are currently being assessed.

Technology Summary

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

Comprehensive Needs Assessment Data Sources

Discipline Referrals
District Policies
Failure Lists
Highly Qualified Staff
Homeless Students
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
Teacher Turnover Rates
TPRI Data
Universal Screener Data