

# Eastland Independent School District

## Siebert Elementary

### 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Top 25% Student Progress  
Top 25% Closing Performance Gaps  
Postsecondary Readiness



**Board Approval Date:** December 14, 2015  
**Public Presentation Date:** December 14, 2015

# Mission Statement

Siebert Elementary shall provide all students with educational opportunities in order to become responsible citizens and contributing members of society. Inherent within is the belief that all students can learn and the school can make a positive difference.

## Vision

Eastland ISD is a premier learning center providing a nurturing, comprehensive educational environment utilizing state-of-the-art facilities that inspire community pride. Our exceptional, motivated staff, in partnership with parents and community promote opportunities for individuals to develop into critical thinkers, proficient writers, effective communicators and analytical problem solvers prepared for life as productive citizens.

## Core Beliefs

1. All children can learn, but all children do not learn in the same way.
2. All children learn best in a safe, nurturing, and stimulating environment.
3. All children learn best when they are active participants in the process.
4. All children have immeasurable, inherent worth and thrive on positive recognition.
5. All children should have access to excellent educational opportunities.
6. The education of all children is the responsibility of the family, school district, and community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Siebert Elementary is a Title I School-wide campus with 63% low-income students. State Compensatory Education funds, along with other funds, are used to bolster the education of all students. The campus met the standards for adequate yearly progress (AYP). Siebert serves approximately 530 students from Head Start to 5th grade.

In addition to classroom teachers, there are three teachers teaching Special Education, one Early Childhood teacher who is supported by two paraprofessionals, one Speech teacher, one full time certified teacher working with Dyslexia students, and two certified teachers teaching PIERS Reading. Teachers in each grade level are certified to teach ESL and GT. The 504 contact person is the Assistant Principal. Eastland ISD is part of a Drug Free and Safe School Co-op, as well as a member of the East End Special Education Co-op.

## **Student Achievement**

### **Student Achievement Summary**

The STAAR test is given to students in grades 3-5. Any student not passing these assessments is given accelerated instruction. In order to help fill the gaps between student groups and to help all students achieve higher levels of learning, tutorials are offered throughout the school day, before school, and after school. Teachers disaggregate all STAAR data and develop lessons to ensure that each individual student receives focused instruction to help them be successful. Inclusion of teachers in the decisions, development and use of these assessments is evident. (Component 8)

The Standardized Test for Assessment of Reading (STAR) is given to students in grades two through five at the beginning of the school year. It is given to first grade students in January. This test measures reading levels. The test is administered at the end of the school year to all students in grades one through five to determine growth in reading skills. The test results allow classroom teachers, the librarian, and students to determine the appropriate reading level to be used by students. It allows teachers to monitor and adjust throughout the year. (Components 2, 9)

All students, including special populations, are given appropriate assessment instruments to measure academic progress. The assessments include the following: STAAR, STAAR-A, STAAR-ALT, and TPRI.

Siebert Elementary has many opportunities for all students to meet state proficiency and advanced levels of academic achievement through school-wide reform strategies. (Component 2)

## **School Culture and Climate**

### **School Culture and Climate Summary**

Siebert faculty and staff strive to provide a warm, inviting climate while providing high quality, rigorous curriculum. We love our students and will do whatever it takes to ensure their success in learning and in life.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Eastland's friendly, family-oriented, hometown atmosphere and lower cost of living make attracting and retaining highly qualified teachers and staff an easy task. All teachers and paraprofessionals at Siebert are highly qualified professionals as defined by NCLB requirements. Job openings are posted on the Region XIV Service Center site, district web site, and campus bulletin boards as they arise. (Component 3) A day care facility is offered for employees in an effort to recruit high-quality staff.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Siebert strives to provide high-quality instruction for all students. We push to high levels of thinking and questioning. TEKS are followed in all grades and in all subjects. We follow the scope and sequence suggested by the TEKS Resource System. We modify that scope and sequence to fit the unique needs of our students.

Special programs continue to serve special populations in the school. These programs include Title I, PIERS, English as a Second Language (ESL), Special Education, Occupational Therapy, Physical Therapy, Counseling, Guidance, Early Childhood, Speech, Dyslexia, Gifted and Talented, Title IX, 504, Homeless, Pre-kindergarten, Reading Intervention, Head Start, and Early Education (PPCD). The school is a member of the Safe and Drug Free School Cooperative. On-going coordination, integration, and communication between these programs and regular classroom personnel is achieved through faculty meetings, grade level meetings, internet, instant messaging, and conferences. (Component 1

A special education response to intervention (RtI) process is in place to ensure that students are appropriately referred to the special education program. Professionals must assess comprehensive information documenting various modification attempts, strengths, and weaknesses for the student in question. Transfer Admission, Review, and Dismissal (ARD) meetings are held for new students already identified with disabilities in previous schools.

Effective and timely additional assistance is available to all students experiencing difficulty and in need of extra assistance. The Accelerated Reader (AR) program along with a well-stocked library motivate students to read. Technology enriches the curriculum. There are two computer labs which serve students daily. Classrooms are equipped with several computers. All computers have network/internet access. Laser printers are available for printing. All classrooms are equipped with interactive whiteboards and LCD projectors. (Component 9)

Additional programs will continue this year including Siebert Singers, 900 Minutes of Reading (sponsored by the Eastland Fine Arts Association) 6 hours of Reading (sponsored by Six Flags and Weekly Reader), and PTO book fairs.

To enhance learning and give real-world experiences to students, field trips of various types are taken across grade levels. These trips include hands-on safety demonstrations, historical sites, and zoos. Students experience the arts through events such as The Nancy Seaberry Frost Arts Endowment and the Fine Arts Association presentations.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parents are encouraged to be involved in the education of their children. The Parent Teacher Organization (PTO) hosts monthly meetings. They host bi-annual book fairs. PTO is involved with Christmas and Valentine celebrations and various end-of-year programs. Parents are encouraged to eat lunch with their children. (Component 6)

The community is involved with the school through various programs including Veterans' Day, volunteer participation and recognition, guest speaker engagements, and the site-based decision making committee. Additionally, many local businesses have made donations in support of our Back to School Bash and other functions. These businesses include: First Financial Bank of Eastland, Brookshire's of Eastland and Cisco, KRP Insurance, The Majestic Theatre, Sonic, and McDonalds. The Rotary Club donates dictionaries to 3<sup>rd</sup> grade students.

Other local organizations also actively support our school with programs to meet the needs of families and students. The United Methodist Church of Eastland provides grade level school supplies for students. The First Baptist Church of Eastland provides hygiene kits, and students who are in need of food over the weekend are provided with backpacks filled with food by the Eastland Backpack Program.

## **School Context and Organization**

### **School Context and Organization Summary**

Siebert Elementary School is focused on student academic achievement. We believe the foundation for learning starts at home and continues throughout the early years of education. It is essential that students receive high-quality instruction in their formative years in order for them to be successful in all areas of their lives.

All grade levels have common planning periods to accommodate shared planning. We provide times throughout the year for vertical planning as well. Each grade level has a lead teach who helps facilitate communication. The Site-Based Decision Making Committee meets 2-3 times per semester to make decisions that effect the campus. Lead teacher meetings are held monthly to discuss issues at hand and make decisions that immediately effect the campus. Instruction time is protected from unnecessary interruptions.

# Technology

## Technology Summary

The two computer labs offer a number of programs to enrich the curriculum as well as provide remediation opportunities. Interactive whiteboards, projectors, and Elmo projection systems provide extended hands-on opportunities for students. Classrooms are equipped with student computers.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**Goal 1: The students at Siebert Elementary will demonstrate exemplary performance in reading/language arts and writing of the English language.**










**Performance Objective 1:** Siebert Elementary students will improve their knowledge and skills in reading and writing. They will improve their scores in both reading and writing on the STAAR assessments.









**Summative Evaluation:** Texas Academic Performance Report  
STAAR data Students will improve STAAR writing scores by 2%.  
Students will improve STAAR reading scores by 2%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>State System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) TPRI Monitoring, K-2</p>	9	Kindergarten teachers 1st grade teachers 2nd grade ELAR teachers RtI teacher and paraprofessional	TPRI records				
<p>2) Primary Emergent Reading Inventory, 1</p>	8, 9	1st Grade Teachers	RTI records				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Students will use journal writing to improve writing skills.</p>	2	Kindergarten teachers 1st grade teachers 2nd grade teachers 3rd grade ELAR teachers 4th grade ELAR teachers	Journal entries				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Students will have Reading Buddies for shared reading experiences.</p>	2	PreK Teacher Librarian 5th grade reading teacher	Teacher observation				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Phonemic awareness/nursery rhymes are used to increase literacy skills.</p>	2, 9	PK teacher Kindergarten teachers 1st grade teachers	Daily grades TPRI results Observation				

<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Learn important parts of stories, new words, meaning, summarization skills, highlight things to remember.</p>	2	K-5 classroom teachers	Daily grades TPRI results in grades K-3				
<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Use Saxon Phonics to increase literacy skills.</p>	2	Kindergarten teachers	Daily grades/observation TPRI results				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) Daily tutorials before, during, and after school.</p>	2	K-5 classroom teachers Resource teachers	Improved classroom grades/performance				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) Students in grades K-2 take end-of-year tests to determine readiness to next year.</p>	2, 8	Counselor Kindergarten teachers 1st grade teachers 2nd grade teachers	Test results				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>10) Students take benchmark tests to help direct instruction.</p>	1, 2, 8	K-5 classroom teachers Resource teachers	Test results				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>11) Students participate in 900 Minutes of Reading and Six Flags Reading Program.</p>	2, 6, 10	PK-5 classroom teachers Assistant Principal	Student reading logs				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>12) Students use computer programs such as StarFall, More StarFall, Education City, etc. to reinforce academic skills.</p>	2	PK-5 classroom teachers Resource teachers Lab managers Technology Specialist Principal	Classroom academic performance Computer program monitoring systems				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>13) Diagnostic reading programs such as STAR Reading and Early Literacy Test are used to help focus instruction.</p>	2, 8	K-5 classroom teachers Lab managers Technology specialist Principal	Classroom academic performance Computer program monitoring systems/reports				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>14) Students test comprehension using Accelerated Reader. An incentive program is used in each grade level to encourage success.</p>	2	1-5 grade level teachers	AR points/scores Improved STAR reading results				



<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>15) Teachers utilize audio-visual equipment, interactive whiteboards, document camera, and computers to enrich instruction.</p>	2, 9	All teachers	Lesson plans Walk through observations				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>16) Remediation is provided for all students who were not successful on previous years' STAAR reading tests.</p>	1, 2, 9	3-5 reading teachers	STAAR test results				
<p><b>Critical Success Factors</b> CSF 1</p> <p>17) Teachers utilize quality instructional programs including Empowering Writers to help enhance writing instruction.</p>	2	4th grade writing teacher	Daily grades STAAR writing scores				
<p><b>State System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>18) Students identified as dyslexic use S.P.I.R.E., DIP, and Fountas and Pinnell LLI to enhance reading instruction.</p>	2	Dyslexia teacher	Daily grades Reading grades				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>19) Students participate in PTO book fairs in the fall and spring.</p>	2, 6	Principal	Book fair records				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>20) Teachers participate in reading and writing professional development provided in-house and through Region XIV service center.</p>	3, 4, 5	Principal Assistant Principal All staff	Attendance records Student test scores				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>21) Content Mastery is provided for special education students as needed.</p>	2, 9	Resource teachers	Content Mastery log Student grades				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>22) The PIERS program is used to focus reading instruction on the lowest performing first grade students.</p>	2, 9	PIERS teachers	PIERS records Observation summaries				
<p><b>Critical Success Factors</b> CSF 1</p> <p>23) The Journey's Reading program is used to assist with reading instruction.</p>	2	K-5 reading teachers	Daily grades Progress monitoring TPRI scores				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>24) Teachers utilize Measuring Up to help focus on STAAR objectives.</p>	2, 9	3-5 classroom teachers	Daily grades Teacher observation				










<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>25) Literacy stations are used to increase literacy skills</p>	2	K-5 reading teachers	Station grades/monitoring Lesson plans				
<p align="center"><b>State System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>26) Fountas and Pinnell Leveled Literacy Intervention Program implemented to raise reading levels and provide strategies for reading.</p>	3, 9	K-5 Teachers RTI Teacher Paraprofessionals Dyslexia Teacher	STAAR Results Daily Grades TPRI Results Benchmark Results STAR Reading Results				
<p align="center"><b>State System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>27) Fountas and Pinnell Benchmark Assessment system to monitor growth of reading skills.</p>	9	RTI Teacher	BAS Records				
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 2: The students at Siebert Elementary will demonstrate exemplary performance in the understanding of mathematics.**

**Performance Objective 1:** Siebert Elementary students will improve their knowledge and skills in math. They will improve their scores in math on the STAAR assessment.

**Summative Evaluation:** Texas Academic Performance Report  
STAAR data Students will improve STAAR math scores by 2%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Math manipulatives will be used to enhance instruction.</p>	2	PK-5 math teachers	Student performance in math STAAR results Daily grades				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Math Facts in a Flash will be used to increase basic fact recall.</p>	2, 8, 9	1-5 math teachers	Math Fact in a Flash reports Math grades				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) HMH Math will be utilized to enhance math instruction.</p>	2	K-5 math teachers	Math grades Daily grades STAAR math				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Daily tutorials before, during, and after school.</p>	2, 9	K-5 math teachers	Tutoring logs Daily grades				
<p><b>State System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>5) Technology will be used to support math instruction. Programs include Star Math, Education City, and Math Facts in a Flash.</p>	2	PK-5 math teachers Technology specialist Computer lab managers	Math grades				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Students in grades K-2 take end-of-year tests to determine readiness to next year.</p>	2, 8, 9	Counselor K-2 math teachers	Test results				

<b>State System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  7) Teachers/staff will participate in professional development provided in-house and by Region XIV Education Service Center.	3, 4, 5	Principal Counselor All staff	Attendance records Student test scores				
<b>Critical Success Factors</b> CSF 1 CSF 2  8) Students take benchmark tests to help direct instruction.	2, 8, 9	K-5 classroom teachers Resource	Test results				
<b>Critical Success Factors</b> CSF 1 CSF 2  9) Remediation is provided for all students who were not successful on previous years' STAAR reading tests.	9	3-5 math teachers	STAAR math results				
<b>State System Safeguard Strategies</b> <b>Federal System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1  10) Content Mastery is provided for special education students as needed.	9	Resource teachers	Content Mastery logs Student grades				
<b>Critical Success Factors</b> CSF 1  11) Fast Focus, Countdown to STAAR, and Measuring Up are utilized to enhance math instruction	2	3-5 math teachers	Daily grades STAAR math results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3: The students at Siebert Elementary will demonstrate exemplary performance in the understanding of science and social studies.**







**Performance Objective 1:** Siebert Elementary students will improve their knowledge and skills in science and social studies.

**Summative Evaluation:** Texas Academic Performance Report  
STAAR data

Students will improve STAAR science scores by 2%.

The failure rate in social studies will be reduced by 1%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) All grade levels will utilize TEKS Resource System for scope and sequence of science and social studies classes.</p>	2	Social studies teachers K-5 Science teachers K-5	Documentation on Lesson Plans Walkthrough Observations				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) Field trip to Safety City in 3rd grade.</p>	1, 6	3rd grade teachers	Bus records Safety City records				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Technology will be utilized to enhance learning in all content areas.</p>	1, 2, 9	Social studies teachers, K-5 Science teachers, K-5	Lesson Plans Walkthrough Observations				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Content Mastery is available for resources students needs assistance in science and social studies.</p>	1, 2, 9	Resource teachers	Content Mastery log				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Vertical team planning will occur throughout the school year.</p>	1, 2, 4, 10	Social studies teachers, K-5 Science teachers, K-5	Meeting notes				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Food and nutrition concepts will be taught within the science/health curriculum.</p>	1, 2, 10	Science teachers, K-5	Lesson plans				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Software programs such as BrainPop will be used to enhance social studies lessons.</p>	<p>1, 2, 9, 10</p>	<p>Social studies teachers, K-5</p>	<p>Lesson plans</p>				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 3:** The students at Siebert Elementary will demonstrate exemplary performance in the understanding of science and social studies.

**Performance Objective 2:** Siebert Elementary students will improve their performance in science on the STAAR assessment.

**Summative Evaluation:** Texas Academic Performance Report

STAAR data

Students will improve STAAR science scores by 2%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 4 1) Health TEKS will be addressed in science classes and PE.	2	Science teachers, K-5 PE teacher	Lesson Plans Walkthrough Observations				
<b>Critical Success Factors</b> CSF 1 CSF 4 2) Non-fiction science books will be used to enhance instruction.	2, 9, 10	Science teachers, K-5	Lesson Plans				
<b>Critical Success Factors</b> CSF 1 CSF 4 3) Specific science terms will be emphasized at each grade level.	2	Science teachers, K-5	Lesson Plans				
<b>Critical Success Factors</b> CSF 1 CSF 4 4) Classroom experiments	2, 9	Science teachers, K-5	Lesson plans Observations				
<b>Critical Success Factors</b> CSF 1 CSF 4 5) Science benchmark tests will be given to determine areas of need.	2, 8, 9	Science teachers, K-5	Lesson plans Benchmark results				
<b>Critical Success Factors</b> CSF 1 CSF 4 6) Software programs such as BrainPop, PBS Design Squad, and Study Jams will be used to enhance science lessons.	1, 2, 9, 10	Science teachers, K-5	Lesson plans				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 4: Parents will be full partners with educators in the education of their children, including basic life skills and citizenship, and there will be effective communication and interaction between parents, community members, and Siebert.**












**Performance Objective 1:** Increase communication between school and home.

**Summative Evaluation:** Documented contacts will increase by 2%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Parents of absent students will be contacted daily if an absence has not been called in by 8:30 a.m.</p>	1, 2, 6	Classroom teachers Classroom aides assigned this duty	Call logs				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Remind 101 will be used to communicate with parents on a broad base and in individual classrooms.</p>	2, 6	Classroom teachers Principal Assistant Superintendent	Remind 101 call logs				
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Blackboard will be used to communicate with parents/community schoolwide.</p>	6	Principal Assistant Superintendent	Blackboard call logs				
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Teachers communicate with parents by various means such as a phone call, face-to-face conference, email, or notes home.</p>	6	Classroom teachers	Eduphoria documentation				
<p><b>Critical Success Factors</b> CSF 5</p> <p>5) Parent conferences will be held no later than the 9th week of school</p>	1, 2, 6	Classroom teachers Principal	Conference logs				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) Teacher/parent conferences will occur throughout the school year as needed.</p>	6	Classroom teachers	Conference logs				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>7) Teachers contact parents by phone, email, or in person if a child has a failing average in a class.</p>	6, 9	Classroom Teachers Principal Assistant Principal					



<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>8) Progress reports will be sent every 3 weeks and report cards every 6 weeks.</p>	1, 2, 6	Classroom teachers	Report cards 3 week reports				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>9) Newspaper articles will be submitted to the local paper.</p>	1, 6	Principal	Newspaper articles				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>10) PTO meetings and communications will be used to inform of events.</p>	1, 6	PTO Principal	PTO minutes				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>11) Community role models will be used to enhance awareness of community and career options.</p>	1, 2, 6	Classroom teachers	Records of visitors on campus				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>12) Head Start, PK, and Kindergarten registration will be published in the local newspaper, on websites, and in community places.</p>	6	Principal	Records of postings				
<p><b>Critical Success Factors</b> CSF 5</p> <p>13) Federal lunch program forms/information will be available for all students.</p>	6	Office staff	Forms completed				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>14) Attendance will be monitored and letters will be sent in accordance with the law. Referrals to the court system will be made in accordance with the law.</p>	6	Principal	Attendance records Copies of letters sent Court records				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>15) Registration for the next school year is facilitated by printing existing documents for parent approval/correction.</p>	1, 6	Office staff Principal	Registration forms				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>16) Student Handbook is available online or in the office.</p>	6	Principal	Website Copies in the office Signatures on handbook form				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>17) The Parent-School Compact is included in the student handbook and is discussed at the beginning-of-the-year teacher/parent conferences.</p>	1, 2, 6	Classroom teachers Principal	Handbook Conference documentation				







<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>18) Student grades are available online.</p>	1, 2, 6	Classroom teachers	Gradebook records				
<p><b>Critical Success Factors</b> CSF 5</p> <p>19) My School Bucks is available online.</p>	6	Cafeteria	My School Bucks records				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>20) The Campus Behavior Coordinator will contact parents by phone when serious behavioral concerns arise or when corporal punishment is administered or the student is assigned to ISS.</p>	6, 10	Campus Behavior Coordinator	Eduphoria Documentation Campus Behavior Coordinator binder				
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

**Goal 4:** Parents will be full partners with educators in the education of their children, including basic life skills and citizenship, and there will be effective communication and interaction between parents, community members, and Siebert.

**Performance Objective 2:** Programs and activities will be utilized that promote and encourage good citizenship, attendance, good grades, and responsibility.

**Summative Evaluation:** Records of programs utilized.  
Conduct grades will increase by 1% schoolwide.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Red Ribbon Week activities will focus on drug use prevention.</p>	1, 2, 6, 9	Counselor	Red Ribbon week activities documentation				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Field trips will be taken to expand knowledge and encourage good citizenship.</p>	1, 2, 6	Classroom teachers	Field trip records				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Perfect attendance will be recognized each 6 weeks and at the end-of-the year.</p>	1, 2, 6	Classroom teachers Principal	Attendance records				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Strategies will be used to increase attendance of at-risk students.</p>	1, 2, 9	Counselor Principal Classroom teachers	Attendance records				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Guidance lessons will be presented throughout the year to encourage character development and increase social skills.</p>	1, 2, 9	Counselor	Counselor records				
<p><b>Critical Success Factors</b> CSF 6</p> <p>6) A bully prevention policy is in place and all staff members are proactive in watching for signs of bullying.</p>	1, 2	All staff members	Policy Discipline reports Bully reports				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>7) Siebert Singers represent Siebert at various events.</p>	1, 2, 6	Music teacher	Event records Practice attendance				

<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 8) End-of-the-year award ceremonies are held for all grade levels.	1, 2, 6	Classroom teachers Principal	Award attendance Teacher records				
<b>Critical Success Factors</b> CSF 5 9) PTO programs	1, 6	Music teacher	Program attendance Program records				
<b>Critical Success Factors</b> CSF 1 CSF 6 10) Students will participate in UIL events.	1, 2, 6	UIL coordinator UIL coaches Principal	UIL records				
<b>Critical Success Factors</b> CSF 5 CSF 6 11) Students in grades K-5 participate in Field Day.	6	PE Teacher	Level of student and parent participation.				
12) Students in grades HeadStart - 2 participate in Special Olympics.	6	PE Teacher	Level of student participation.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4:** Parents will be full partners with educators in the education of their children, including basic life skills and citizenship, and there will be effective communication and interaction between parents, community members, and Siebert.

**Performance Objective 3:** Efforts will be made to smooth transition between placements between grade levels, especially between early programs and Kindergarten and between 5th grade and 6th grade.








**Summative Evaluation:** Records of activities

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Head Start is now on campus.	1, 6, 7	Head Start staff ESC 14 Principal	Head Start records				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 2) EE/PPCD program is in place and interacts with other programs.	6, 7	EE/PPCD staff Principal	IEPs				
<b>Critical Success Factors</b> CSF 5 CSF 6 3) 5th graders visit 6th grade.	1, 6	Counselor 5th grade teachers	Records of visit				
<b>Critical Success Factors</b> CSF 5 CSF 6 4) Head Start students visit kindergarten.	1, 6, 7	Head Start staff Kindergarten staff Principal	Record of visit				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 4:** Parents will be full partners with educators in the education of their children, including basic life skills and citizenship, and there will be effective communication and interaction between parents, community members, and Siebert.

**Performance Objective 4:** Teachers, parents, and the community will be involved in the decision making of the school.













**Summative Evaluation:** Site-based Decision Making Committee records

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Teachers, parents, and the community are represented on the site-based team.</p>	1, 2, 6, 8	Principal	Meeting agenda Meeting attendance				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) The Site-Based Decision Making Committee meets at least once per semester to make decisions that effect the campus.</p>	6, 8	Principal	Meeting agendas Meeting attendance				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 4:** Parents will be full partners with educators in the education of their children, including basic life skills and citizenship, and there will be effective communication and interaction between parents, community members, and Siebert.

**Performance Objective 5:** Siebert will provide a safe environment for all students to learn.












**Summative Evaluation:** Visitor records  
Crisis plan

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) The learning environment will be safe, drug-free and conducive to learning.</p>	1, 2	Principal Classroom teacher All staff					
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) All doors will remain locked throughout the school day except the north entrance where a full-time receptionist will be present.</p>	1, 2	Principal All staff Custodians	Daily door checks				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) All visitors will be required to sign in at the front desk. They will be required to wear a visitor tag.</p>	1, 2	Principal Front desk receptionist	Visitor log				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) FEMA shelter has been built and will serve as gym/classroom space.</p>	2, 10	Superintendent Principal	Competition records Usage records				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 4:** Parents will be full partners with educators in the education of their children, including basic life skills and citizenship, and there will be effective communication and interaction between parents, community members, and Siebert.

**Performance Objective 6:** Students in need of financial assistance will be helped.

**Summative Evaluation:** Backpack program distribution increase by 1%.  
 School supplies distribution increase by 1%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) The Backpack Program will assist children in need of nutritional snacks over the weekend.</p>	6	Backpack Program coordinator	Backpack Program records				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) School supplies will be provided by local donations for children in need.</p>	6	Principal	Distribution records				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) A Children's Fund is available to supply clothing, school supplies, and other items to children in need.</p>	6	Principal	Financial records				
<p>  = Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p>							



**Goal 5: All students will be taught by highly qualified teachers who have opportunities for professional development to help meet the needs of all students.**

**Performance Objective 1:** All teachers and paraprofessional will be highly qualified.












**Summative Evaluation:** 100% highly qualified as confirmed by records.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>1) A daycare is available for faculty.</p>	3, 5	Daycare staff Superintendent Daycare director	Daycare records				
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>2) Salaries for teachers is above state base.</p>	3, 5	Superintendent	Salary records				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</p> <p>3) Parents may inquire about teacher qualifications.</p>	3, 5, 6	Principal Superintendent	Teacher certification records				
<p><b>Critical Success Factors</b> CSF 7</p> <p>4) All teachers/staff are required to receive 3 days of professional development during the summer months.</p>	3, 4, 5	Principal	Professional development records				
<p><b>Critical Success Factors</b> CSF 7</p> <p>5) Professional development opportunities are available to teachers/staff throughout the school year.</p>	3, 4, 5	Principal	Professional development records				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Professional development days are established during the regular school calendar.</p>	2, 3, 4, 5	Principal	October 13 records February 16 records				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>7) Staff development through Region XIV Service Center is provided on-campus throughout the school year and during the summer.</p>	2, 3, 4, 5	Principal	Staff development records				
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							
















**Goal 6: The students at Siebert Elementary will be encouraged and challenged to meet their full educational potential while the needs of a diverse student population are being met.**

**Performance Objective 1:** An appropriate and research-based curriculum will be provided to all students.

**Summative Evaluation:** Use of research-based programs will be documented.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 1) Tutorials will be available for all students in need of assistance.	1, 2, 9	Classroom teachers	Tutorial records				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 2) PIERS program is in place to assist the lowest performing 1st grade students.	1, 2, 9	PIERS teachers	PIERS documentation				
<b>Critical Success Factors</b> CSF 1 3) ESL/LEP students are identified.	1, 2, 9	ESL coordinator	ESL records				
<b>Critical Success Factors</b> CSF 1 4) Migrant students are identified.	1, 2, 9	Principal	Migrant records				
<b>Critical Success Factors</b> CSF 1 CSF 7 5) Siebert has a Schoolwide Title I program.	1, 2, 9, 10	Principal	STAAR results Financial records				
<b>Critical Success Factors</b> CSF 1 6) 504 services are provided	1, 2, 9	504 coordinator	504 records				
<b>Critical Success Factors</b> CSF 1 CSF 6 7) Counseling service are provided.	1, 2, 9, 10	Counselor	Counselor records				
<b>Critical Success Factors</b> CSF 1 CSF 6 8) Gifted and Talented program is provided.	1, 2, 9, 10	GT teachers GT coordinator	GT records				

<p><b>Critical Success Factors</b> CSF 1</p> <p>9) Students are identified as at-risk according to state criteria.</p>	1, 2, 9, 10	Counselor	At-risk records				
<p><b>Critical Success Factors</b> CSF 6</p> <p>10) Forms are provided in English/Spanish when available and/or are interpreted in person on request.</p>	1, 2, 9	Principal	Interpreter records Forms				
<p><b>Critical Success Factors</b> CSF 1</p> <p>11) LPAC meetings are held for initial/transfer review, in the event of struggling or failing LEP students, in order to make state assessment decisions, and end of year review.</p>	1, 2, 9, 10	LPAC coordinator	LPAC records				
<p><b>Critical Success Factors</b> CSF 1</p> <p>12) ESL instruction is provided to qualifying students.</p>	1, 2, 9	ESL coordinator ESL teachers at each grade level	ESL records Lesson plans ELPS documentation				
<p><b>Critical Success Factors</b> CSF 1</p> <p>13) Special education/resource services are provided to students who qualify.</p>	1, 2, 9	Co-Op Resource teachers Principal	Special education records				
<p><b>Critical Success Factors</b> CSF 1</p> <p>14) An early childhood/PPCD classroom is provided for children who qualify.</p>	1, 2, 9	Principal Co-op EE/PPCD teacher	Special education records				
<p><b>Critical Success Factors</b> CSF 1</p> <p>15) A dyslexia program is provide for children who qualify. Testing is conducted in accordance with 504 law.</p>	1, 2, 9, 10	504 coordinator Dyslexia coordinator/teacher	504 records				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>16) Technology programs are utilized to enhance instruction and monitor progress.</p>	1, 2, 9, 10	Principal Classroom teachers Lab managers Technology specialist	iStation logs STAR data				
<p><b>Critical Success Factors</b> CSF 1</p> <p>17) All teachers/staff have a schedule on file in the office.</p>		Principal Staff	Schedules				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>18) Faculty meetings are held monthly to keep faculty informed.</p>		Principal	Meeting agendas				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>19) Title I funds are used to help all students meet state content and performance standards.</p>	1, 2, 10	Principal	Financial records				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>20) IDEA, Part B funds are used for special education students to meet state content and performance standards.</p>	1, 2, 10	Principal	Financial records				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>21) Renaissance Learning products are used in all areas to increase reading/math achievement.</p>	1, 2, 10	Principal	RenLearn records				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>22) All programs areas are analyzed and evaluated to determine strengths and weaknesses.</p>	1, 2	Principal Staff Site-based Committee Camus Improvement Committee	Surveys Meeting records				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>23) Rtl is provided to struggling students.</p>	1, 2, 9	Rtl coordinator	Rtl records				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>24) Vision and hearing screenings will be provided.</p>	1, 2	School health aide	Vision screening records Hearing screening records				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>25) Notification of ESL summer opportunities will be made available through the local newspaper, online, and through handouts.</p>	1, 2, 10	ESL coordinator	Newspaper articles Handouts Webpage				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>26) Materials used in instruction will be researched-based.</p>	1, 2	Classroom teachers Instructional specialist Principal	Instructional materials documentation				
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	TPRI Monitoring, K-2
1	1	18	Students identified as dyslexic use S.P.I.R.E., DIP, and Fountas and Pinnell LLI to enhance reading instruction.
1	1	26	Fountas and Pinnell Leveled Literacy Intervention Program implemented to raise reading levels and provide strategies for reading.
1	1	27	Fountas and Pinnell Benchmark Assessment system to monitor growth of reading skills.
2	1	5	Technology will be used to support math instruction. Programs include Star Math, Education City, and Math Facts in a Flash.
2	1	7	Teachers/staff will participate in professional development provided in-house and by Region XIV Education Service Center.
2	1	10	Content Mastery is provided for special education students as needed.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	TPRI Monitoring, K-2
1	1	18	Students identified as dyslexic use S.P.I.R.E., DIP, and Fountas and Pinnell LLI to enhance reading instruction.
1	1	26	Fountas and Pinnell Leveled Literacy Intervention Program implemented to raise reading levels and provide strategies for reading.
1	1	27	Fountas and Pinnell Benchmark Assessment system to monitor growth of reading skills.
2	1	5	Technology will be used to support math instruction. Programs include Star Math, Education City, and Math Facts in a Flash.
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2	1	10	Content Mastery is provided for special education students as needed.

# Title I

## Schoolwide Program Plan

Siebert Elementary School's schoolwide program serves all students PPSD- grade 5. Research-based, best practices are utilized to effectively reach all students.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Siebert Elementary is a Title I School-wide campus with 63% low-income students. State Compensatory Education funds, along with other funds, are used to bolster the education of all students. The campus met the standards for adequate yearly progress (AYP).

### 2: Schoolwide Reform Strategies

Siebert Elementary has many opportunities for all students to meet state proficiency and advanced levels of academic achievement through school-wide reform strategies. (Component 2)

### 3: Instruction by highly qualified professional teachers

All instructional staff are high-quality, highly qualified professional certified teachers and paraprofessionals.

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

To ensure that Siebert Elementary School meets the federal AYP standards, the staff of high-quality, highly qualified professional certified teachers and paraprofessionals obtains professional development through the regional service center and locally developed programs. These programs range from updated requirements for the Professional Development Assessment System (PDAS), CPI, new and refresher courses in technology, information about special programs, specific academic teaching areas, bipolar/aspberger/autism diagnosis, behavior management, and community/parent involvement. Professional development activities are designed by school staff and approved by the campus site based committee. All teachers and staff receive training in strategies, initiatives, and activities to carry out the campus plan. The Site Based Decision Making Committee decides and approves staff development. All teachers complete the School Technology and Readiness (STaR) Chart. This is **a teacher tool for planning and self-assessing aligned with the Long-Range Plan for Technology, 2006-2020.**(Components 4, 5)

### 5: Strategies to attract highly qualified teachers

Eastland's friendly, family-oriented, hometown atmosphere and lower cost of living make attracting and retaining highly qualified teachers and staff an easy task. All teachers and paraprofessionals at Siebert are highly qualified professionals as defined by NCLB requirements. Job openings are posted on the Region XIV Service Center site, district web site, and campus bulletin boards as they arise. (Component 3) A day care facility is offered for employees in an effort to recruit high-quality staff.

#### **6: Strategies to increase parental involvement**

Parents are encouraged to be involved in the education of their children. The Parent Teacher Organization (PTO) hosts monthly meetings. They host bi-annual book fairs. PTO is involved with Christmas and Valentine celebrations and various end-of-year programs. Parents are encouraged to eat lunch with their children. (Component 6)

The community is involved with the school through various programs including Veterans' Day, volunteer participation and recognition, guest speaker engagements, and the site-based decision making committee. Additionally, many local businesses have made donations in support of our Back to School Bash and other functions. These businesses include: First Financial Bank of Eastland, Brookshire's of Eastland and Cisco, KRP Insurance, The Majestic Theatre, Sonic, and McDonalds. The Rotary Club donates dictionaries to 3<sup>rd</sup> grade students.

Other local organizations also actively support our school with programs to meet the needs of families and students. The United Methodist Church of Eastland provides grade level school supplies for students. The First Baptist Church of Eastland provides hygiene kits, and students who are in need of food over the weekend are provided with backpacks filled with food by the Eastland Backpack Program.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Transitioning from early childhood programs such as Headstart, Early Education, and Pre-Kindergarten is promoted by special visits from incoming students to the kindergarten classrooms. Parents are encouraged to preregister in May at which time they have the opportunity to meet the kindergarten teachers. Fifth grade students travel to middle school to acquaint themselves with the campus. (Component 7) This school year, Head Start moved to our campus. They are now included with all activities on campus.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Effective and timely additional assistance is available to all students experiencing difficulty and in need of extra assistance. The Accelerated Reader (AR) program along with a well-stocked library motivate students to read. Technology enriches the curriculum. There are two computer labs which serve students daily. Classrooms are equipped with several computers. All computers have network/internet access. Laser printers are available for printing. All classrooms are equipped with interactive whiteboards and LCD projectors. (Component 9)



## **10: Coordination and integration of federal, state and local services and programs**

Special programs continue to serve special populations in the school. These programs include Title I, PIERS, English as a Second Language (ESL), Special Education, Occupational Therapy, Physical Therapy, Counseling, Guidance, Early Childhood, Speech, Dyslexia, Gifted and Talented, Title IX, 504, Homeless, Pre-kindergarten, Reading Intervention, Head Start, and Early Education (PPCD). The school is a member of the Safe and Drug Free School Cooperative. On-going coordination, integration, and communication between these programs and regular classroom personnel is achieved through faculty meetings, grade level meetings, internet, instant messaging, and conferences. (Component 10)

A special education response to intervention (RtI) process is in place to ensure that students are appropriately referred to the special education program. Professionals must assess comprehensive information documenting various modification attempts, strengths, and weaknesses for the student in question. Transfer Admission, Review, and Dismissal (ARD) meetings are held for new students already identified with disabilities in previous schools.

## 2015-2016 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Mary Jones	Principal
Administrator	Shelley Rinehart	Assistant Principal
Business Representative	Richard Barron	Business Owner
Business Representative	LaQuita Barron	Business Owner
Classroom Teacher	Jenna Harris	4th grade teacher
Classroom Teacher	Candace Herrington	3rd grade teacher
Classroom Teacher	Tammy Jones	Early Childhood/Special Education Teacher
Classroom Teacher	Robin Kanady	Special Education Teacher
Classroom Teacher	Melissa Marwitz	PE teacher
Classroom Teacher	Korri Nichols	2nd grade teacher
Classroom Teacher	Connie Sanderson	1st grade teacher
Classroom Teacher	Judy Smith	Kindergarten teacher
Classroom Teacher	Elisha Watkins	5th grade teacher
Community Representative	Alice Perry	Community Member
Community Representative	Mike Perry	Community Member
Non-classroom Professional	Jennifer McLean	Counselor
Paraprofessional	Belinda Bible	Secretary/Registrar
Paraprofessional	Cindy Woods	Librarian
Parent	Nancy Herrera	Parent
Parent	Laura Hobbs	Parent