SINTON ELEMENTARY
Campus Improvement Plan
2018/2019

Our vision is to create a nurturing learning community where excellence is expected of everyone.

Lori Trevino, Principal
200 S Bowie
(361)364-6900

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State Compensatory Education Statement

The purpose of the State Compensatory Education (SCE) program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. Sinton ISD uses student performance data resulting from the basic skills assessment instruments and achievement tests administered under Subchapter B, Chapter 39, to design and implement appropriate compensatory, intensive, or accelerated instructional services for students at risk of dropping out of school that will enable these students to be performing at grade level at the conclusion of the next regular school term. SCE funds are also used to support Title I School improvement programs and initiatives. 3 FTE's are utilized for academic interventionists and class size reduction for $165,454.

Sinton Elementary Campus Improvement Team

Name	Position
Alaniz, Adrian	Business
Carawan, Meagan	Counselor
Carrillo, Monica	Teacher
Ellis, Megan	Parent
Garcia, Dina	Business
Gonzalez, Christopher	Teacher
Hernandez, Kristy	Parent/PTO
Heyser, Kate	Teacher
Houser, Holly	Teacher
Juarez, Sabrina	Teacher
Koether, Shirley	Community
Lankford, Teria	Teacher
Martinez, Christina	Support Staff
Mireles, Diane	Assistant Principal
Paiz, Stacy	Teacher
Reagan, Stephanie	Teacher
Robertson, Karen	Teacher
Saldana, Crystal	Parent
Trevino, Lori	Principal
Trujillo, Melinda	Teacher
Yantis, Cathy	Teacher

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Around 500 students enrolled with little or no change over the years.
- 81% of our students are Hispanic, 16% is White, and 3% comprised of African American, Asian, and Native American.
- ELL population is less than 1%
- 0% retention rate
- Staff population is 34% Hispanic, which exceeds the state average of 26%

Demographics Weaknesses

- Over 77% of our students are classified as economically disadvantaged.
- Over 60% of our students are classified as at risk.

Demographics Summary

Problem Statement: High numbers of at risk and economically disadvantaged students present challenges to staff.
R**oot Cause**: Poverty impacts the lives of our students, many of them start school significantly behind their peers.

Student Achievement

Student Achievement Strengths

- 5th grade Science STAAR scores increased from 76% to 82%.
- 1st cohort of Full Day Pre-K students scored 82% in both Reading and Math on 3rd grade STAAR.
- Math and Reading STAAR scores are moving in the right direction.

Student Achievement Weaknesses

- STAAR Writing scores increased from 42% to 47%, but were still 20% lower from 2016.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

- At-Risk students perform significantly lower than non At-Risk students on STAAR.
- STAAR is problematic for our SPED students.

Student Achievement Needs

- Maintain and improve Reading, Math, Writing and Science STAAR scores.
- Continue improvement in Reading scores through the use of Istation and Guided Reading.
- Increase 4th grade writing scores.
- Improve academic performance of students served through Special Education.

Student Achievement Summary

Five teachers attended Gretchen Bernabei's 4 day Grammar & Writing Workshop in July.

Problem Statement 1: 4th grade STAAR Writing is 20% points lower than 2016 data.
Root Cause: Lack of vertical alignment, inconsistent teaching and time allotted for writing, teacher turnover.

Problem Statement 2: Students with economically disadvantaged backgrounds and AT-Risk lag behind their peers.
Root Cause: Education supports for low income students are present, but may not be individualized or targeted to their individual needs. Student's lack of exposure and low academic vocabulary need to be addressed.

Problem Statement 3: Special Education students are performing significantly below their peers.
Root Cause: Not enough exposure to grade level material and supplemental aides are not consistent between grade levels.

School Culture and Climate

School Culture and Climate Strengths

- Average daily student attendance is 97%.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- Discipline Framework is in place.
- Teachers pull together and are very supportive of each other in times of need.

School Culture and Climate Weaknesses

- We don't have a Campus Vision and Mission Statement.
- Lack of communication letting teachers know what actions were taken in respect to student discipline.
- No regularly scheduled guidance lessons.

School Culture and Climate Needs

- We need to develop a Campus Vision and Mission Statement.
- More communication is needed to let teachers know what actions were taken in respect to student discipline.
- Scheduled guidance lessons
- The need for a more positive discipline approach.

School Culture and Climate Summary

Problem Statement: Lack of a positive discipline approach or program.
Root Cause: Lack of district initiative and or training.

Administrators received training in Restorative Practices and trained teachers during pre service 2018.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Teachers and paraprofessionals are highly qualified.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

- Professional development is available when needed.

Staff Quality, Recruitment and Retention Weaknesses

- Staff turnover in 4th grade ELA.

Staff Quality, Recruitment and Retention Needs

- Teacher retention in order to build capacity, especially in 4th grade ELA.

Staff Quality, Recruitment and Retention Summary

P**roblem Statement:** Teacher turnover, especially in 4th grade ELA.
Root Cause: Insufficient preparation for teachers who are responsible for two tested subjects.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Professional development is readily available.
- Use of TEKS Resource system.
- Consistent use of Istation.
- Guided Reading Checkpoints
- Formative Loop to fill in gaps.
- Vertical alignment (3-5)

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

- Vertical alignment between campuses.
- Missed opportunities to provide cross curricular connections.
- Use of TEKS Resource system is used at varying levels across department.
- Critical Reading identified widely on teacher survey as not applicable to their content.

Curriculum, Instruction and Assessment Needs

- Time to collaborate consistently with SPED staff.
- Focus on differentiation and small group instruction.
- Moving from teacher led instruction to student led instruction.
- Scheduled vertical alignment meetings between campuses.
- Critical Reading Training

Curriculum, Instruction and Assessment Summary

Problem Statement: Curriculum, instruction and assessment are not aligned to state standards to meet the needs of the at-risk learners.
Root Cause: Systems are lacking to provide timely support and coaching to departments and grade levels.

Problem Statement: Critical Reading was identified as not applicable in their content by numerous teachers.
Root Cause: Not understanding that critical reading strategies apply across all content areas.

Family and Community Involvement

Family and Community Involvement Strengths

- Family Nights scheduled
- School Reach
- Mother/Son and Father/Daughter events
- Veterans Day Program
- Awards Recognition
- Book fairs

Family and Community Involvement Weaknesses

- We need agenda books.
- Monthly Event Calendar for Parents
- Lack of community groups and agencies to support families.

Family and Community Involvement Needs

- Community supports and resources to support at-risk students.
- Targeted family nights that help teach our parents how to help/support their child at home.

Family and Community Involvement Summary

Problem Statement: Some families don't have positive experiences or connections between home and school.
Root Cause: Some parents did not have positive school experiences.

School Context and Organization

School Context and Organization Strengths

- Teacher input on the structure of their grade level teams.
- Campus Leadership Team received training.
- Duty Rosters are maintained.

School Context and Organization Weaknesses

- SAT guidelines are not consistent.
- Grade level content area schedules are not consistent.

School Context and Organization Needs

Comprehensive Needs Assessment

- SAT packet needs to be developed to ensure that all data and documentations is brought and considered at meetings.
- SPED accommodation sheet needs to be filled out on each student and shared with the next years teacher.
- Class schedules need to be consistent by content and grade level.

School Context and Organization Summary

Problem Statement: Time allotted to each context within a content area are not consistent.
Root Cause: Grade level content area minutes devoted to each context are not consistent.

Technology

Technology Strengths

- 2 computer labs
- COWS in each 5th grade classroom.
- COWS for 4th grade to share.

Technology Weaknesses

- Many instructional devices were purchased 5 to 10 years ago.
- Not enough teachers implementing digital learning and teaching systematically.
- Chrome books not available for 3rd grade.

Technology Needs

- Increased professional development on implementation of effective digital teaching and learning. practices.
- Chrome books for 3rd grade.

Technology Summary

Comprehensive Needs Assessment

Problem Statement: Lack of systematic and consistent implementation of technology across departments and grade levels.
Root Cause: Implementation and support plans are inadequate.

Comprehensive Needs Assessment Data Sources

Community Demographics

Community Input

Disaggregated STAAR Data

Discipline Referrals

Failure Lists

Homeless Students

Mobility Rates

Multi-Year Trends

PBM Risk Levels

PEIMS Reports

Report Card Grades

Safe Schools Checklist

Special Programs Evaluations

Special Student Populations

Staff Development

Staff/Parents/Community/ Business members involved w/SBDM

Survey and Interviews of Students/Staff/Parents

Teacher Turnover Rates

Recommended Initiatives and Strategies

Goal 1: Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.
*Explore and begin implementation of Restorative Practices;
*Review and update Bully Awareness and Investigation protocols;
*Update and monitor Emergency Operations Plan as reported to Texas School Safety Center'
*Provide character/guidance lessons to all students.

Goal 2: Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.
*Ensure a guaranteed and viable curriculum through the TEKS Resource System and other available resources;
*Implement strategies targeting the development of academic language to improve student literacy;
*Continue Professional Learning Communities by providing common planning time, protocols, and training;
*Continue implementation of a literacy initiative that includes critical writing and reading training, cross-curricular emphasis, and systemic improvement;
*Implement a computerized reading and math intervention programs to accelerate growth;
*Utilize inclusion support, small group instruction, pull out and the co-teaching model with our SPED population;
*Initiate Teacher Technological Proposal funding to encourage teachers to research and advocate for technology upgrades to enhance teaching and learning.

Goal 3: Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.
* Provide training on utilization of AVID strategies;
* RTI Support and Training;
* Continue support of Academic Language Development;
* Provide writing training by sending teachers to a TOT conference entitled,"Gretchen Bernabei's 4 day Grammar & Writing Workshop;"
* Provide Critical Reading training to all staff.

Resources

Resource	Source
IDEA Special Education-224	Federal
Title I, Part C, Migrant-212	Federal
Title I-211	Federal
Title IIA Principal and Teacher Improvement	Federal
Title IV Safe and Drug Free	Federal
Title VI, Part B Rural/Low Income	Federal
PTO Funds	Other
ELL Allotment	State
Gifted and Talented	State
Local Funds	State
State Compensatory-191	State

SINTON ELEMENTARY

Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 1. Sinton ISD will continue to maintain and improve a safe school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize SAT team for Behavior Response to Intervention Plan as a layered model of interventions for students not demonstrating success in the classroom/school environment. The following intervention strategies may be used: Restorative Practices, behavioral contracts, and other methods for reducing behavioral issues. (Title I SW: 1,2,9) (Target Group: All, SPED, AtRisk) (CSFs: 4,6)	Assistant Principal, Campus Behavior Coordinator, Counselor(s), Special Ed Teachers, Teacher(s)	Sept. - June	(S)Local Funds	Summative - Review meeting minutes, agendas and review of discipline data.
2. Utilize resources from the TEXAS School Safety Center to update and implement our Emergency Operations Plan that provides for staff training, emergency drill schedules, and coordination with local agencies. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Assistant Superintendent for Business, Director of Transportation and Safety, Principal	August - June	(S)Local Funds	Summative - Review implementation plan and logs.
3. Utilize Sinton PD School Resource Officers for campus support. (Title I SW: 10) (Target Group: All) (CSFs: 5)	Assistant Principal, Principal	August - June	(S)Local Funds	Summative - Review disciplinary and safety records.
4. Develop a Coordinated School Health Committee that reviews campus policies, procedures, integrates activities and resources into the curriculum and promotes healthy lifestyles. (Title I SW: 6,10) (Target Group: All) (CSFs: 5)	Assistant Principal, School Nurse, Teacher(s)	Nov. - May	(S)Local Funds	Summative - Review meeting minutes and agendas.
5. Maintain campus wide bully prevention and awareness program that includes: online "Report a Bully", Incident Report Form, Bully Awareness Programs. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Summative - Review incident report forms.
6. Continue to utilize a system to track visitors in building and limit parent access to classrooms. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Principal, Teacher(s)	August - June		Summative - Fewer classroom interruptions.
7. Continue Running Club for 5th grade students to promote healthy lifestyles. (Title I SW: 1) (Target Group: 5th) (CSFs: 5,6)	Assistant Principal, Principal, Teacher(s)	Sept - May		Summative - Summative - 5th grade students develop a healthy lifestyle.

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Goal 1.   Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 1.   Sinton ISD will continue to maintain and improve a safe school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Provide character/guidance lessons to all Sinton Elementary students. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Teacher(s)	Sept-April	(S)Local Funds	Summative - Counselor guidance schedule and lessons.

SINTON ELEMENTARY

Goal 1.   Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 2.   Severe misbehavior that results in out of classroom placements will decline annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue a lunch and recess detention to minimize the loss of instructional time due to behavior. (Target Group: All) (CSFs: 4)	Assistant Principal, Principal	August - June	(S)Local Funds	Summative - Review detention logs.
2. Monitor discipline reports and referrals to ensure consistency and identify patterns of behavior. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Principal	August - June	(S)Local Funds	Summative - Review and monitor discipline data.
3. Review, revise and maintain a discipline framework that will, A) ensure behavior standards are consistent from teacher to teacher, B) ensure office referral consistency between teachers, C) facilitate collaboration and behavior interventions within the grade level, D) decrease out of class time for students due to minor infractions, and E) increase parent/guardian communication, F) support a hierarchy of consequences. (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Teacher(s)	Aug - June	(S)Local Funds	Summative - Discipline framework document.
4. Provide students opportunity to visit "Friday Store" each Friday as a positive behavior incentive. (Title I SW: 6,7) (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Principal, Teacher(s)	August - June	(O)Community Funds	Summative - Summative - Review disciplinary records.
5. Provide training and support for implementation of Restorative Practices which include Circle Time in classrooms to build relationships. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,4)	Assistant Principal, Principal, Teacher(s)	Aug-May	(S)Local Funds	Summative - Review office referrals and disciplinary records.

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Goal 1.   Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 3.   Sustain a district-wide Safe and Drug Free Schools program

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in Safe & Drug Free School Week. (Title I SW: 2) (Target Group: All) (CSFs: 5,6)	Assistant Principal, Counselor(s), Principal	October	(O)PTO Funds, (S)Local Funds	Summative - Red Ribbon week schedule.
2. Participate in Bully Prevention Program(s). (Title I SW: 1) (Target Group: All) (CSFs: 6)	Counselor(s), Principal	October and January	(O)PTO Funds	Summative - Data from bully referrals.
3. Implement Character Education lessons in the classroom. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Counselor(s)	September - June	(S)Local Funds	Summative - Data from discipline referrals.

SINTON ELEMENTARY

Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 4. Increase opportunities for parents to become involved in their child's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate important information, events, schedules, and congratulations via: Sinton ISD Community and Sinton Elementary PTO Facebook pages, newsletters, SKYLERT communication system, phone calls,conferences, and notes home to keep parents informed of upcoming events, important information, schedules, congratulations and parental involvement opportunities. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Assistant Principal, Counselor(s), Instructional Technology Specialist, Principal, Teacher(s)	August - June	(F)Title I-211, (S)Local Funds	Summative - Phone logs, conference logs, calendars and school/community Facebook pages.
2. Promote parent involvement through PTO membership, meetings and events. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Principal	August - June	(O)PTO Funds	Summative - PTO meeting minutes and membership list.
3. Schedule a Fall and Spring Family Academic Night to promote parental involvement and academic success. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Literacy Interventionist, Principal, Teacher(s)	Oct. & February	(S)Local Funds	Summative - Sign in sheets.
4. Provide a person to be available for Spanish/English translation. (Title I SW: 6) (Target Group: LEP) (CSFs: 5,6)	Assistant Principal, Principal	Aug. - June	(S)Local Funds	Summative - Review records.
5. Provide parents access to academic progress online using the web based Skyward Family Access Program. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Counselor(s), Director of Transportation and Safety, Principal	Aug. - June	(S)Local Funds	Summative - Review family access data.
6. Schedule informational meeting to expose parents to the rigor of the STAAR test and inform them of ways to help their child be successful. (Title I SW: 1,6) (Target Group: All) (CSFs: 1,5)	Core Subject Teachers, Department Chairpersons, Literacy Interventionist, Principal	March	(S)Local Funds	Summative - Review parental involvement numbers.
7. Schedule an "Informational Tailgate Party" after the 2nd progress report so that teachers are available to answer questions and share information about what is going on in the classroom. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,5)	Assistant Principal, Principal, Teacher(s)	Oct. 2018	(O)PTO Funds	Summative - Sign in sheets

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Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 1. The percentage of students at the approaches standard on STAAR will increase from 70% overall to 75%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue the campus writing initiative: (A) provide training on Writing by attending Gretchen Bernabei's 4 day Grammar & Writing Workshop. Attendees will train staff.(B) continue the implementation of a calendar of benchmark targets to monitor progress of students, (C) hold Vertical Alignment Meetings with Welder, (D) ELA Interventionist will provide training and support as needed (E) increase writing across all curriculum areas with activities such as quick writes, interactive journals,and informal response (F) Monthly PLC meetings (Title I SW: 1) (Target Group: All) (CSFs: 1,2)	Assistant Principal, Literacy Interventionist, Principal, Teacher(s)	August - May	(F)Title I-211, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory-191	Summative - Review assessment data in the area of writing.
2. Continue a comprehensive reading initiative that includes: (A) guided reading training using Guided Reading, 2nd Edition:Responsive Teaching Across the Grades, the Literacy Continuum, Expanded Edition, and the Benchmark Assessment System 1& 2, 3rd edition as a resource. (B) an intensive reading intervention program for students reading significantly below grade level, (C) Data collection and progress monitoring system, (D) Istation is utilized weekly, (E)small group intervention/extension data will be maintained, (F)schedule vertical alignment meetings with Welder (G) Monthly PLC meetings, (H) ELA Interventionist will provide training and support as needed (I) implement Stop Gap Literacy Initiatives that focus on fluency, (J) utilize Fountas & Pinnell Classroom resources. (Title I SW: 1,2,9) (Target Group: AtRisk) (CSFs: 1,2,7)	Assistant Principal, Literacy Interventionist, Principal, Teacher(s)	July - June	(F)Title I-211	Summative - Review assessment data in the area of Reading.

SINTON ELEMENTARY

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 1. The percentage of students at the approaches standard on STAAR will increase from 70% overall to 75%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Continue a comprehensive math initiative that includes: (A) data collection and progress monitoring system, (B) continue Formative Loop as our numeracy stop gap measure to implement strategies designed to rectify skill deficiencies, (C) vertical alignment meetings with Welder (D) monthly PLC meetings (E) continue small group intervention and instruction (F) implement Imagine Math utilizing BOY, MOY, and EOY assessments. (Title I SW: 1) (Target Group: All) (CSFs: 1,2)	Assistant Principal, Principal, Teacher(s)	Sept. - June	(S)Local Funds	Summative - Review assessment data in the area of Math.
4. Continue to monitor Response to Intervention Program (RTI) through SAT teams for students needing acceleration. (Title I SW: 8,9) (Target Group: AtRisk) (CSFs: 1,2)	Literacy Interventionist, Principal, Teacher(s)	Sept. - June	(F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - RTI documentation in DMAC
5. Provide common planning time for all teachers to facilitate professional collaboration: 1) professional learning is focused on development of PLCs and lesson design qualities. 2)continue to implement a PLC meeting protocol to analyze data, share best instructional strategies, and design engaging lessons aligned to the rigor of the TEKS, 3)share best practices and student data. (Title I SW: 1,5,8) (Target Group: All) (CSFs: 1,2,3,7)	Department Chairpersons, Principal	Aug. - June	(F)Title I-211, (S)Local Funds	Summative - Meeting logs
6. Implement a campus science initiative that includes: (A) Data collection and progress monitoring system, (B) RTI system for identified students, (C) Study Island prescriptive benchmark and STEM Scopes are utilized in 5th grade, (D) Vertical Alignment meetings held (E) Monthly PLC meetings held, (F) All Science teacher trained in AVID strategies. (Title I SW: 1,2,3) (Target Group: All) (CSFs: 1,2,7)	Assistant Principal, Principal, Teacher(s)	August - June	(F)Title I-211	Summative - Student Assessment Data.

SINTON ELEMENTARY

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 1. The percentage of students at the approaches standard on STAAR will increase from 70% overall to 75%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Ensure that differentiated instruction is part of the instructional delivery and is provided to students in need campus wide. (Target Group: ESL, LEP, GT, AtRisk, Dys, 504) (CSFs: 1,2,7)	Principal, Teacher(s)	August - June	(F)Title I-211, (S)ELL Allotment, (S)Gifted and Talented , (S)Local Funds, (S)State Compensatory-191	Summative - Lesson plan documentation.
8. Provide additional tutorials outside of the regular school day. (Title I SW: 1,3) (Target Group: AtRisk) (CSFs: 1,2)	Assistant Principal, Core Subject Teachers, Principal	January - May	(F)Title I-211, (S)Local Funds	Summative - Review assessment data.
9. Attend Critical Reading Training at the AVID Summer Institute and provide critical reading training for all staff members. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Principal	Every 9 weeks	(F)Title I-211	Summative - Classroom observations and STAAR data.
10. Continue computerized reading intervention program to accelerate reading for SPED students. (Title I SW: 9) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,2)	Principal, Special Ed Teachers	Aug-May	(F)IDEA Special Education-224	Summative - Review student reports.
11. Implement a computerized intervention math program for SPED students. (Title I SW: 9) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,2)	Principal, Special Ed Teachers, Teacher(s)	Sept-May	(F)IDEA Special Education-224	Summative - Review student reports.

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Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 2. The percentage of students in grades 3-5 scoring at the Approaches level on STAAR reading, will increase from 72% to 80% by the end of the school year 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Istation and Read Naturally to provide reading intervention services to identified students. (Title I SW: 1) (Target Group: SPED, AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Superintendent, Director of Literacy, Director of Special Education, Dyslexia specialist, Literacy Interventionist	Aug-June	(F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Review Intervention data
2. Implement targeted instruction as determined by data from BAS, Istation, anecdotal notes, running records, and STAAR data that focus on reading behaviors, fluency, and comprehension strategies. (Title I SW: 1,3,4) (Target Group: 3rd, 4th, 5th) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal, Director of Literacy, Principal, Teacher(s)	Aug-May	(F)Title I-211, (S)State Compensatory-191	Summative - Istation, Guided Reading Benchmark, and STAAR data.
3. Continue to provide on-going professional development in the area of balanced literacy (including Guided Reading, Shared Reading, and Interactive Read Aloud) and differentiated instruction to support consistent instructional practices in ELAR classrooms. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Principal, Director of Literacy, Literacy Interventionist, Principal	Aug-May	(F)Title I-211, (S)Local Funds	Summative - PLC minutes

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Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 3. The percentage of all tested students on STAAR/EOC in reading and math who meet the post-secondary readiness standard (Meets Grade Level) will increase from 40% to 45% by the end of the school/year 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to utilize curriculum directors and literacy interventionist as instructional support and job-embedded professional development to teachers. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Superintendent, Director of Literacy, Literacy Interventionist, Principal, STEM Director	Aug-July	(F)Title I-211	Summative - Training agendas, PLC minutes, assessment data.
2. Campus teams attend AVID Summer Institute as part of AVID implementation and provide on-site professional learning opportunities for all staff. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 2) (CSFs: 7)	Director of Federal and Special Programs, Principal	July-May	(F)Title IIA Principal and Teacher Improvement, (S)State Compensatory-191	Summative - Review AVID Site Team Plans, State Assessment data.
3. Utilize Imagine Math as a rigorous, standards-rich supplemental math curriculum to develop the essential foundations and conceptual understanding of student's mathematical skills. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Superintendent, Principal, STEM Director, Teacher(s)	Sept-May	(S)Local Funds	Summative - STAAR data, Imagine Math reports.
4. Provide during and after school interventions to address the specific needs of all students, specifically at-risk student populations. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Assistant Principal, Literacy Interventionist, Principal, Special Ed Teachers, Teacher(s)	Sept.-June	(F)Title I-211, (S)State Compensatory-191	Summative - Intervention logs, interim assessment data, STAAR data
5. Use iStation data and intervention online tools to provide responsive support in reading for Response to Intervention at Tier I and II. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Director of Literacy, Literacy Interventionist, Principal	Aug-May	(S)Local Funds	Summative - Istation Tier Movement Reports.
6. Continue to implement plan to improve the numerical fluency and problem solving skills of students by (A) utilizing Formative Loop to improve computational fluency and mathematical proficiency, (B) implementing math stations, and (C) utilizing explicit, direct instruction that is systematic, sequential and cumulative. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal, Principal, STEM Director, Teacher(s)	Aug-May	(F)Title VI, Part B Rural/Low Income	Summative - Formative Loop data, PLC minutes, Lesson Plans

SINTON ELEMENTARY

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 4. The number of students meeting advanced academic achievement on STAAR will be above the regional and state average.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support and monitor weekly as a PLC to create lesson plans that are aligned to the district curriculum and the rigor of the TEKS with specific attention to STAAR Readiness, Supporting, and Process standards. Results of aligned common assessments will be reviewed and used to design student interventions. Unit Assessment protocol will be utilized for each unit assessment. (Title I SW: 1,2,8) (Target Group: All) (CSFs: 1,2,7)	Assistant Principal, Department Chairpersons, Literacy Interventionist, Principal, Teacher(s)	August - June	(F)Title I-211, (S)Local Funds	Summative - Analyze STAAR data.
2. Continue implementation of AVID Elementary organizational and instructional strategies campus wide. WICORize lesson plans, incorporate Costas level of questioning, and build a college going culture to support AVID initiatives. (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,7)	Core Subject Teachers, Director of Federal and Special Programs, Principal	July - May	(S)State Compensatory-191	Summative - AVID strategies noted in lesson plans.

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Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 5. Academic indicators on PBMAS will average to a 2 and all other indicators as measured by PBMAS will be no higher than 1.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor the implementation Priority for Service reports, academic progress, parental involvement and student attendance for identified migrant students. (Target Group: Migrant) (CSFs: 1,4)	Director of Federal and Special Programs, Migrant Coordinator, Principal	August - June	(F)Title I, Part C, Migrant-212	Summative - Review PBMAS migrant reports.
2. Accelerate ELL students' successful acquisition of proficiency in English by monitoring the implementation language acquisition program and continuing to emphasize the English Language Proficiency Standards (ELPS) in all content areas. (Title I SW: 1,10) (Target Group: LEP) (CSFs: 1,2)	Director of Federal and Special Programs, ESL Teachers, Principal	Aug. - June	(S)ELL Allotment	Summative - Data from TELPAS.
3. Maintain quarterly progress monitoring of data and progress for all students receiving special education support. (Title I SW: 8) (Target Group: SPED) (CSFs: 1,2)	Principal, Special Ed Teachers	Aug - June	(S)Local Funds	Summative - Summative - Review PBMAS data for SPED program.
4. Continue to provide a comprehensive continuum of services to Special Education students: (A) provide common planning time for SPED and general education teachers,(B) review student eligibility data, current services and assessment results to ensure proper placement,(C) intensive instruction based on IEP's, (D) STAAR tutorials and test prep, (E) inclusion support, small group instruction, pull out and co-teaching model utilized. (Title I SW: 2,10) (Target Group: SPED) (Strategic Priorities: 4) (CSFs: 1,2)	Director of Special Education, Principal	August - June	(F)IDEA Special Education-224, (S)Local Funds	Summative - Review SPED assessment data

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Goal 2.   Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 6.   The attendance rate for the district will be increased from 95.21% to 96%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize School Truancy Officer to support school attendance and implement truancy prevention methods. (Title I SW: 6) (Target Group: All, AtRisk) (CSFs: 4)	Assistant Principal, Principal, Truancy Officer	August - June	(S)Local Funds	Summative - Logs
2. Utilize attendance plans which include incentives, consequences, communication strategies, and systems for monitoring student attendance. (Title I SW: 6) (Target Group: All) (CSFs: 4,5)	Assistant Principal, Principal, Truancy Officer	August - June	(O)PTO Funds, (S)Local Funds	Summative - Review campus and grade level attendance rates.

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Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 7. SISD will integrate the effective usage of technology across the curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Technology Plan to strategically align technology resources, training, and hardware that promote student achievement. (Title I SW: 1,10) (Target Group: All) (CSFs: 1)	Instructional Technology Specialist, Principal	Aug. - June	(F)IDEA Special Education-224, (F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Review technology plan and review assessment data.
2. Increase student use of technology to enhance academic achievement across the curriculum through integration of technology. (Title I SW: 10) (Target Group: All) (CSFs: 1,4)	Instructional Technology Specialist, Principal	Aug. - June	(F)Title I, Part C, Migrant-212, (F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Technology was utilized in the classrooms.
3. Utilize computer based differentiated instructional resources to impact learning. (Title I SW: 1,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal, Instructional Technology Specialist, Principal, Teacher(s)	August - June	(F)IDEA Special Education-224, (F)Title I-211, (S)Local Funds	Summative - Review and analyze student usage and data.
4. Continue deployment of e-textbooks/Online Instructional Materials to cover content area TEKS and provide multiple electronic resources for teachers & students. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,2,7)	Assistant Superintendent, Director of Literacy, Director of Special Education, Instructional Technology Specialist, Principal, STEM Director	Aug-May	(F)Title VI, Part B Rural/Low Income, (S)Local Funds, (S)State Compensatory-191	Summative - Usage of online instructional resources reports and student growth reports.
5. Initiate Teacher Technological Proposal funding to encourage teachers to research and advocate for technology upgrades to enhance teaching and learning. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,6)	Assistant Superintendent, Director of Federal and Special Programs, Instructional Technology Specialist	Sept.-Oct	(S)State Compensatory-191	Summative - Technology surveys and climate surveys.
6. Explore and expand access to the curriculum using technology through assistive technology computer programs and applications. (Title I SW: 9) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1)	Director of Special Education, Instructional Technology Specialist, Principal	Aug-May	(F)IDEA Special Education-224	Summative - IEP's, instructional arrangement data, state and district assessment data.

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Goal 3.   Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

Objective 1.   100% of all Sinton ISD teachers will select professional development hours that align to specific campus goals and professional target areas; delivery methods will include face-to-face and virtual options.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop instructional proficiency of teachers by attending training by providing on site support, District provided professional development, AVID, ESC 2 and other training as needed. (Title I SW: 4) (Target Group: All) (CSFs: 1,7)	Assistant Principal, Director of Federal and Special Programs, Director of Special Education, Principal, Teacher(s)	July - June	(F)IDEA Special Education-224, (F)Title I, Part C, Migrant-212, (F)Title I-211, (F)Title IIA Principal and Teacher Improvement	Summative - Review state assessment data.
2. Continue to provide staff development on DMAC utilities, disaggregation of assessment data, and development of formative assessments. (Title I SW: 4,8,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2,7)	Assistant Principal, Assistant Superintendent, Literacy Interventionist, Principal	Aug - June	(F)Title I-211	Summative - Review student assessment data.
3. Continue to implement staff development that supports universal design for learning and access to general curriculum to reach the diverse learner. (Title I SW: 4) (Target Group: SPED) (CSFs: 7)	Director of Special Education, Principal	Aug.- June	(F)IDEA Special Education-224, (F)Title I-211	Summative - Review SPED student assessment data.
4. Provide staff development on instructional technology integration to improve instruction and increase student achievement. (Title I SW: 4,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,4,7)	Instructional Technology Specialist, Principal	Aug. - June	(F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Teacher surveys.
5. Utilize online 6 hour G/T update for teachers that have their initial 30 hour G/T certification. (Title I SW: 3) (Target Group: GT) (CSFs: 1,7)	Assistant Principal, Director of Federal and Special Programs, Principal, Teacher(s)	June-May	(S)Gifted and Talented	Summative - Review Student Assessment Data
6. Utilize online 30 hour Gifted/Talented certification training for new content teachers. (Title I SW: 3) (Target Group: GT) (CSFs: 7)	Assistant Principal, Director of Federal and Special Programs, Principal, Teacher(s)	August-June	(S)Gifted and Talented	Summative - Review student assessment data

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Goal 3. Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

Objective 2. The district will recruit and retain highly qualified teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in selecting a Teacher of the Year and a Teacher of Promise to represent Sinton Elementary. (Title I SW: 5) (Target Group: All) (CSFs: 7)	Principal, Teacher(s)	March- June	(S)Local Funds	Summative - Teachers are selected.
2. Maintain GT requirements for teachers. (Title I SW: 3) (Target Group: GT) (CSFs: 1,7)	Director of Federal and Special Programs, Principal	August to June	(S)Gifted and Talented	Summative - Teacher GT certifications and updates.

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Goal 3.　　Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

Objective 3.　　Staff will receive adequate training and support to implement district initiatives including AVID, Project Based Learning, STEM Education, RtI, TEKS Resource System, Professional Learning Communities, Data-driven Decision Making, and Effective Leadership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training to support RTI implementation and practices on universal screening tools,continuum of support resources, progress monitoring, and documentation. (Title I SW: 4,9) (Target Group: All) (CSFs: 1,2)	Assistant Principal, Principal	August - June	(F)Title I-211, (S)Local Funds	Summative - Review RTI records and state assessment data.
2. Continue comprehensive training on guided reading using Guided Reading, 2nd Edition:Responsive Teaching Across the Grades, the Literacy Continuum, Expanded Edition, Fountas and Pinnell Classroom resources and the Benchmark Assessment System 1 & 2, 3rd edition. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 7)	Assistant Principal, Assistant Superintendent, Director of Literacy, Literacy Interventionist, Principal	Aug-May	(F)Title I-211, (S)Local Funds	Summative - Review Reading data collected and training records.
3. Provide TEKS training for new teachers through ESC2. (Title I SW: 4,10) (Target Group: All) (CSFs: 1,7)	Director of Literacy, Principal	Aug. - July	(F)Title I-211, (S)Local Funds	Summative - Review student assessment data.
4. Increase the number of staff members trained in AVID Elementary Organizational tools, WICOR and Higher Level Questioning by attending the AVID Summer Institute and utilizing the TOT model to implement AVID strategies campus wide. (Title I SW: 4) (Target Group: All) (CSFs: 1,2,7)	Core Subject Teachers, Director of Federal and Special Programs, Principal	July	(S)State Compensatory-191	Summative - Teachers attend the Summer Institute.
5. Provide training on Writing by attending Gretchen Bernabei's 4 day Grammar & Writing Workshop. Attendees will train staff. (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Literacy Interventionist, Principal, Teacher(s)	Aug.-May	(F)Title I-211, (S)Local Funds	Summative - Review assessment data.

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Goal 3.　　Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

Objective 3.　　Staff will receive adequate training and support to implement district initiatives including AVID, Project Based Learning, STEM Education, RtI, TEKS Resource System, Professional Learning Communities, Data-driven Decision Making, and Effective Leadership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Continue providing training to enhance the instructional proficiency of teachers by attending AVID and ESC2 sponsored professional development. Support will continue throughout the school year in PLC's with the help of instructional leaders. (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Principal	June-May	(F)Title I-211, (S)Local Funds	Summative - Training records and state assessment.
7. Provide Critical Reading Training to all staff members. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Principal	Every 9 weeks	(F)Title I-211	Summative - Classroom observations and STAAR data.

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