

**Socorro Independent School District**  
**Bill Sybert School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

Bill Sybert School's mission is to provide an atmosphere of teamwork in which students can be responsible, successful, and prepared to learn.

## Vision

Tomorrow's Leaders Learning Today

## Value Statement

**Mrs. Gabriela Elliott**, Principal

**Gary Gandara**, Board President

**Paul Guerra**, Vice-President

**Cynthia Ann Najera**, Board Secretary

**Hector F. Gonzalez**, Trustee District 1

**Michael Anthony Najera**, Trustee

**Antonio "Tony" Ayub**, Trustee

**Angelica Rodriguez**, Trustee

1. Every person deserves to be respected.

2. Every person deserves to be safe, to feel safe, and to be free from danger.
3. Our students attend school to learn academics, behavioral skills, social skills and learning in enhanced in a physically and emotionally safe environment.
4. Learning is enhanced by the establishment of academic and behavioral expectations.
5. At our campus a special emphasis will be placed on the teaching of self discipline, good citizenship and social skills.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bill Sybert is one of 48 campuses in the Socorro Independent School District. Bill Sybert opened its doors in 2001 and serves predominantly middle class families. Bill Sybert serves 1200 students in grades kinder to 8th grade. Projected numbers for the 2016-17 school years are: Kinder 110, First 132, Second 132, Third 132, Fourth 132, Fifth 145, Sixth 105, Seventh 145, and Eighth 155. The student population is 2% African-American, 6% Anglo, 1% Asian, 90% Hispanic, 51% male and 49% female, with a low socioeconomic status of 77%. The average daily attendance rate for students is 97.04%. The average daily attendance rate for staff is 97%. Bill Sybert serves 295 English Language Learner students, 73 students in the Gifted and Talented program, 27 students identified for 504 services, 94% of RTI Tier I students, 5% of Tier II students, 1% of Tier III students, and 119 students served through special education services. Our School-wide Title I program consists of parent involvement activities, extended day for math and reading, math professional development, and two paraprofessionals who support students in classrooms as well as two college tutors that support the AVID program. Title I also provides supplemental materials for extended instruction and technology to engage and remediate students. Our State Compensatory Program (SCE) consists of two academic coaches training teachers in best practices for assisting at-risk students, provides extended week tutorials for math and reading, pullout programs during and after school, provides technology support to the students, provides staff development, interprets campus data, planning with teachers and supporting all district initiatives. The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: IStation, STAAR, Attendance (students and staff), Benchmarks, and RTI. Committees were formed to look for areas of weaknesses and strengths. Bill Sybert has a strong tutorial program for students which addresses the needs of struggling students and has led to greater success for most students. This includes Saturday school, after school and before school tutorials and tutorials during the scheduled intervention period. The K-2 students have made continuous improvement in reading as reported through the use of the Dibels and Reading Inventories. ELL students have increased their English Language proficiency. This is reflected in the TELPAS and SELP testing. The counseling department is a strong support for the students. In addition to the teachers' efforts in the area of instruction, the counselors provide support for the students through implementation of the ASCA Comprehensive Developmental Counseling Program. They also work with students in reinforcing the need for students to understand the importance of giving their best effort and to be aware of their academic progress. The counseling department in addition to the Olweus program and the parent liaison work with students and parents to ensure those students' emotional, social, and daily needs are met.

### Summary

Bill Sybert is committed to ensuring that all students are given the opportunity to meet the rigorous standards set forth by the Texas Education Agency and NCLB. Bill Sybert will prepare students to meet and exceed the standards, promote effective staff development so that all teachers are highly qualified and work with parents as partners in the education of their children. Bill Sybert School will continue to work to improve parental community involvement by enhancing effective home-to-school bilingual communication. We will continue to promote the Family Framework learning opportunities for parents, Parent

Nights, Student Led Conferences, Family Frameworks, Campus parent workshops, SSI nights, Technology classes for parents, and ESL classes for parents. In the areas that have been identified by the data as an instructional weakness, we will provide staff development depending on the need and availability. As the data has shown necessary, we are restructuring grade levels and departments. It is the goal of the entire staff of Bill Sybert to do what is best for our students.

## **Student Achievement**

### **Student Achievement Summary**

Bill Sybert offers a rigorous standard driven education to all students. This is evident in 2016-2017 standard based testing results. Services that have contributed to student success include: guided reading programs based on phonological awareness, explicit phonics, word study, fluency, vocabulary, and comprehensive strategies. C-Scope curriculum is used campus wide and supplemented with programs such as Lone Star Learning, Measuring Up Live, Brain Pop, STEM Scope, Writing Without Tears, etc. Reading and math programs for students needing interventions include Mentoring Minds, Read 180, Kamico, etc. Bill Sybert administrations, teachers, support staff and counselors go above and beyond expectations to provide positive behavior support, vertical and horizontal alignment of curriculum in content specific areas based on data analysis, intervention counseling for At-Risk students as well as academic support for special populations including English language learners, special education, and economically disadvantage students.

### **Student Achievement Strengths**

Middle school students at Bill Sybert are provided comprehensive advising and counseling to prepare for secondary and post-secondary educational opportunities. Parents and eighth grade students are adequately informed of the requirements under HB5. Students are strongly encouraged to pursue challenging programs such as Pre-AP courses in middle school and accelerated programs in high school (Mission Early, STEM, IB).

### **Student Achievement Needs**

Needs/Weaknesses:

There will always be student achievement needs until every student achieves 100% mastery of TEKS. From our data analysis, we have identified the following as the most current, critical achievement needs. They are listed in priority order:

1. 2016 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd-8th grade mathematics. There is a greater need for provide support, accommodations, acceleration and interventions for Special Education Students.
2. 2016 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd-8th grade reading. There is a greater need to provide support, accommodations, acceleration and interventions for Special Education Students.
3. 2016 STAAR data reveals that Bilingual and ESL students score significantly below all otehr student groups in 3rd-8th grade reading. There is a greater need to provide language support, accomodations, acceleration and interventions for English Language Learners.

## **School Culture and Climate**

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

According to a recent survey completed at Bill Sybert, the students and staff feel safe while at school. The school, along with the support of the District Service Center, has done everything possible to ensure Bill Sybert is a safe place to include one onsite security officer and one SRO. In addition, we have updated our security system to include more cameras and light. Posters were added to each outside/exit door reminding students not to open the door for anyone. Instead, they need to alert their teachers. Staff understands that they need to ask anyone on campus for their IDs or badges. All visitors need to check in using a system called Hall Pass at the front desk and are escorted through the hallways to meetings with teachers, etc. All teachers and staff are trained on safety procedures at the beginning and in the middle of the year. Drills are scheduled throughout the year to ensure that students and staff are prepared for all types of emergencies. Specific drills are fire, reverse evacuation, shelter-in-place, lockdown and weather emergencies. Students are trained by staff within the first month of school before the practice drills begin. Parents are also notified in August via a letter and through parent presentations regarding the drills that will be upcoming and are encouraged to discuss these situations with their children. Counselor and officer presentations also support the issues that help keep students safe.

### **School Culture and Climate Strengths**

Our school participates in the District-wide Olweus program to ensure that all students are safe from bullying and know the steps to take to prevent or stop unsafe situations. Lessons are presented weekly through class meetings to encourage students to discuss specific situations and their solutions. Daily announcements are given to remind students and staff of the specific Olweus expectations and rules. Olweus parent meetings are conducted throughout the year to help parents recognize the signs of any bullying situation. Parents are also kept informed via pamphlets and handouts during various parent nights.

### **School Culture and Climate Needs**

A mentor program should be put in place to assist students in making appropriate decisions under different circumstances.



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

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

Bill Sybert staff and teachers are a unified team. Data is desegregated with the staff, and we collaborate together to find better ways to teach our students. The teachers, support staff, administration, and curriculum coaches at Sybert all come with very different backgrounds, innovative ideas, and years of experience. Over the last couple of years we have begun to use each other as a resource and as this culture develops, so do the skills of the teachers and the staff. This culture contributes to the highly qualified status and leads us to be successful on our campus. Many teachers hold Master's degrees, and many others are working toward their degrees and additional certifications.

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

Required training is provided to teachers and staff as needed.

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

In terms of staff development, the teachers need sustained, ongoing, manipulative training when introducing new concepts. The training can't be one time; it should be before each nine weeks and modeled and practiced throughout the marking period. The teachers have wonderful programs; however, they need more staff development on how to teach, not what to teach. Teachers need to be trained on the components of Language to Literacy, Balanced Literacy, Guided Math and Reading, and learn to pull students to small groups.

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

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

Data from the school and the district is shared with the staff, and as a team, collaboration is done to find better ways to teach our students. The teachers, administration and curriculum coaches at Sybert all come with very different backgrounds and years of experience. Over the last couple of years, we have begun to use each other as resources; as this culture develops, so do the skills of the teachers and the staff. The culture contributes to the “highly qualified” status and this is going to lead us to success.

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

We have two SCE Coaches that provide support to our K-8 teachers. Administration and teachers also meet biweekly through PLCs to provide relevant and meaningful staff development meeting individual student needs. Data talks take place every 3, 6 and 9 weeks. Planning sessions are also facilitated every 9 weeks and grades 6-8 teachers plan with other K-8 teachers with the assistance of SCE Coaches and Administration. We also use Thrive through our WIN classes, proving blendend learning for our students.

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

In terms of staff development, the teachers need sustained, ongoing manipulative training when introducing new math concepts. The training can’t be one time, it would need to be before each nine weeks and modeled and practiced. The secondary teachers have wonderful programs; however, they need more staff development on how to teach, not what to teach. Secondary teachers need to understand the components of Language to Literacy, Balanced Literacy, Guided Math, and learn to pull student s to small groups.

## **Family and Community Involvement**

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

The teachers at Bill Sybert do a wonderful job communicating with parents regarding student learning. The Counselors and Administrators at Bill Sybert monitor student progress every 3, 6 and 9 weeks and also communicate with parents to support student learning. Parents at Bill Sybert are encouraged to enroll in Tyler Munis Parent Portal and conference with their child weekly. We do have an open house and two student led conferences to invite the parents and students to the school. Our community partnership with our military personnel has impacted both the community and students in a positive way. Parent workshops support student learning at home and at school. Parent volunteers support our school community by volunteering their time and skills allowing teachers to have more planning time. The Pop Patrol is a taskforce of dads that help monitor the school playground and is a great way for the fathers to get involved. Parents attend regional parental engagement conference and share their learning with other parents at the campus. The fall festival provides an opportunity for parental social interaction. Fitness Friday and Career day promote parent and community involvement.

### **Family and Community Involvement Strengths**

We provide a series of family and community events and programs to involve our learning community:

1. Choir Night/Band Night
2. Science Night
3. GT Showcase
4. Art Show
5. Kinder Orientation, Open House, Student Led Conferences
6. Talent Show Night
7. Fitness Friday
8. Family Latino Literacy Project
9. College Readiness Meetings
10. On site YWCA

## 11. WIN Excursions and WIN parent days

### **Family and Community Involvement Needs**

We need to increase parental involvement by providing more training sessions after 5:00pm to accommodate for parents' schedules. We can support and promote parental involvement school-wide activities such as Science night, Fine Arts trips/programs, Pop Patrol, and Latino Night. The need for more parent volunteers.

## **School Context and Organization**

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

At Bill Sybert, the site-based decision-making team looked at last year's program evaluations, survey results, and the following data: IStation, STAAR, Attendance (students and staff), Benchmarks, and RTI. Committees were formed to look for areas of weaknesses and strengths. Bill Sybert has a strong tutorial program for students which addresses the needs of struggling students and has led to greater success for most students. This includes Saturday school, after school and before school tutorials and tutorials during the scheduled intervention period. The K-2 students have made continuous improvement in reading as reported through the use of the Dibels and Reading Inventories. ELL students have increased their English Language proficiency. This is reflected in the TELPAS and SELP testing. The counseling department is a strong support for the students. In addition to the teachers' efforts in the area of instruction, the counselors provide support for the students through implementation of the ASCA Comprehensive Developmental Counseling Program. They also work with students in reinforcing the need for students to understand the importance of giving their best effort and to be aware of their academic progress. The counseling department in addition to the Olweus program and the parent liaison work with students and parents to ensure those students' emotional, social, and daily needs are met

### **School Context and Organization Strengths**

1. Numerous committees with grade level representations where all stakeholders make decisions that impact our school
2. Several teachers involved in leadership roles at the campus level and the district level
3. Organized plan when scheduling meetings
4. Data Talks with teachers after each assessment, 3rd/6th/9th weeks, benchmarks, STAAR Tests
5. Binders with our SMART Goals based on surveys and data

### **School Context and Organization Needs**

Given that we have Kinder to Eight grades, we have many singletons in our master schedule that limit flexibility in electives.

# **Technology**

## **Technology Summary**

Bill Sybert is committed to ensuring that all students are prepared for the 21st Century.

## **Technology Strengths**

Our campus is an AVID and WIN campus that integrates blended learning through digital learning, Project Based Learning and the use of best practices. Students have access to various types of technology which include the use of 3 or 4 Ipads, classroom desktops, three fully equipped computer labs, computers on wheels, and library desktop computers. Students are allowed on a limited basis to use their own devices for instructional purposes only.

## **Technology Needs**

As a campus we would like to incorporate more flipped classrooms and increase our one to one technology ratio.

# Comprehensive Needs Assessment Data Documentation

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

# Goals









## Goal 1: Goal 1

**SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.**

**Performance Objective 1:** 1.1 For the 2016-2017 school year, Bill Sybert will develop and implement a plan of action to ensure that its stakeholders feel safe at school and school events increasing the number of students that strongly agree that they feel safe by 85 on the next SISD climate survey.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) For the 2016-2017 school year, Bill Sybert will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.	1, 2, 10	Administration, teachers, staff and SRO	Observation of students and teachers during drills Safety log book, meeting agendas and minutes			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						




**Goal 1: Goal 1**

SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 2:** 1.3 For the 2016-2017 school year, the number of bullying-related incidents reported at Bill Sybert will decrease from 1 to 0.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide on-going training on implementation of the Olweus/Connecting with Kids program to all teachers at all grade levels	1, 2, 3, 4, 5, 10	Administration, teachers, SCE-I coaches and SRO	Reduction in student bullying incidents as reported on monthly discipline reports	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
						









**Goal 1: Goal 1**

SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 3:** 1.4 For the 2016-2017 school year, the total number of disciplinary incidents at Bill Sybert will decrease by 10%.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will continue to implement the Olweus anti-bullying program through weekly meetings with students. Teachers will turn in logs of meetings. In addition, the campus culture will be positive and a zero-tolerance for bullying will be in place. Counselors will meet with students both individually and with classes to minimize disruptive behavior.	1, 2, 6, 9, 10	Administration and Teachers	Students will work together to create an atmosphere that is positive and free of violence.			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









**Goal 1: Goal 1**

SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 4: 1.2** For the 2016-2017 school year, Bill Sybert will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Safety committee will meet once every 9 weeks to ensure that all safety audits and drills are conducted.	1, 2, 10	Administration, teachers, staff and SRO.	Reduction in student bullying incidents as reported on monthly discipline reports			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## Goal 2: Goal 2

**SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.**

**Performance Objective 1:** 2.1 For the 2016-2017 school year, 100% of Bill Sybert students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide academic vocabulary support for ESL/Bilingual and Special Education, and economically disadvantaged students in all subject areas including Science and Social Studies	1, 2, 3, 8, 9, 10	Administration, SCE-I, Bilingual teachers, ESL teachers, ESL teachers, and SPED teachers.	Read 180 Next Generation, TELPAS, GT, MOY, IStation, Hot Dots and common assessments and STAAR			
				Funding Sources: 211 - Title I, Part A - \$2,000.00, 199 - General Fund: SCE - \$142,525.00, 199 - General: Gifted and Talented - \$300.00, 199 - General Fund: Bilingual - \$2,000.00, 199 - General - \$0.00		
2) Provide intervention counseling for at-risk students	1, 6, 9	Teachers, counselors, administration	Reduced failure rates, report cards and assessment data			
				Funding Sources: 199 - General - \$0.00		
3) Incorporate SSI/GPC strategies and activities for all at-risk students at all grade levels. Sybert paraprofessionals will work with sub- populations.	8, 10	Administration, teachers, counselors, at-risk aide, SCE Aides.	Reduced failure rates, improved student grades			
				Funding Sources: 199 - General Fund: SCE - \$142,525.00, 211 - Title I, Part A - \$3,000.00, 199 - General Fund: Bilingual - \$1,000.00, 199 - General Fund : Special Education - \$300.00		
4) Provide tutorials and intervention in the content areas for struggling ESL/Bilingual, at-risk students and SPED students; Mentoring Minds, Measuring Up, STAAR Master, Perfection Learning, Texas Coach, Flocabulary, Hot Dots, Peoples Publishing materials, Fundamental Five, Brain Pop, IXL, Scope magazines and DynaNotes will be used for tutorials. Visual reminders will be posted throughout the campus to support learning.	1, 4, 8, 10	Administration, Bilingual/ESL teachers, SPED teachers, regular ed teachers, counselors, SCE-I coaches	Reduced failure rates, report cards, progress reports, content area assessments			
				Funding Sources: 199 - General Fund: SCE - \$142,525.00, 199 - General Fund: Bilingual - \$6,000.00, 211 - Title I, Part A - \$37,000.00, 199 - General Fund : Special Education - \$5,000.00		

5) Students in special populations will have access to technology to enhance learning	1, 10	SCE-I coach, administration, teachers, SPED teachers, ESL teachers	Increased student use of technology, increased students presentations using technology			
	Funding Sources: 211 - Title I, Part A - \$8,000.00					
6) Provide research based educational materials and general supplies from Office Depot, Lakeshore, and School Specialty, to meet the needs of special population students in SPED, GT, and Bilingual/ESL.	1, 4, 8, 10	Administration, SPED Dept., Bilingual/ESL teachers, GT teachers	Grades, assessments, progress reports and use of Fundamental Five strategies.			
	Funding Sources: 211 - Title I, Part A - \$5,000.00, 199 - General Fund: Bilingual - \$2,000.00, 199 - General Fund : Special Education - \$2,000.00					
= Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue						












**Goal 2: Goal 2**

SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 2: 2.2** By January 2017, Bill Sybert shall increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores by 10%.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement TSM curriculum campus wide. Support materials from Lonestar Learning, Measuring Up, Brain Pop, ETA, TumbleBook, Accelerated Reading, STAAR Master, Pearson Curriculum Associates, Houghton, Lakeshore, Jarret Publishing IXL Learning, The Fundamental 5, 212 Degrees, StemScopes Triumph and Mentoring Minds will be used to support the curriculum. The AVID program will be implemented in grades 5, 6th, 7th and 8th.	1, 2, 8, 9, 10	Administrators, SCE-I coaches and teachers	Improved scores in math, ELAR, science and social studies			
				Funding Sources: 211 - Title I, Part A - \$26,000.00, 199 - General Fund: SCE - \$142,525.00, 199 - General Fund: Bilingual - \$2,000.00, 199 - General Fund : Special Education - \$0.00		
2) Utilize reading and math programs for Tier 3 model of interventions for struggling readers grades K-8 as identified by STAAR failures and low lexile and Istation scores. Supplemental materials such as Mentoring Minds, Region 4, Read 180, Scholastic, Lakeshore, STAAR Master, Upgrade and replace Technology, The Fundamental 5, System 44 and Kamico will be used.	1, 2, 4, 8, 9, 10	Administrators, SCE-I coaches teachers, and reading intervention teacher	Improved progress monitoring and improved test scores			
				Funding Sources: 211 - Title I, Part A - \$30,000.00, 263 - Title III, LEP - \$2,000.00, 199 - General Fund : Special Education - \$1,000.00, 199 - General Fund: SCE - \$142,525.00, 199 - General - \$4,000.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2: Goal 2**

SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 3: 2.3** For the 2016-2017 school year, Bill Sybert will improve its student state assessment scores in Reading from 79.1% to 84% as compared to the 2015-2016 state assessment scores.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement a guided reading program to include the following: phonological awareness, explicit phonics, word study, fluency, vocabulary, comprehension strategies, The Fundamental 5, Wilson, Johnny Can Spell, Scholastic, Lakeshore, Book of the Month, Mentoring Minds and Reading Renaissance (AR) I-Station.	1, 2, 3, 4, 8, 9, 10	Administrators, SCE-I coaches and teachers	Improved district benchmarks, STAAR and Istation scores			
	Funding Sources: 211 - Title I, Part A - \$15,000.00, 199 - General Fund: SCE - \$142,525.00					
2) Implement a vocabulary program that includes word walls, word studies, and oral rich vocabulary. Advanced word study direct application of vocabulary development through writing, oral discussion and the use of ISNs. Kagan strategies will also be used to strengthen vocabulary.	1, 2, 3, 4, 8, 9, 10	Administrators, SCE-I coaches and teachers	Improved district benchmarks, STAAR and Istation scores			
	Funding Sources: 211 - Title I, Part A - \$8,000.00, 199 - General Fund: SCE - \$142,525.00					
3) Implement comprehensive reading intervention plans	1, 2, 3, 4, 8, 9, 10	SCE-I coaches and teachers	Improved student passing rates on progress reports and report cards. Numbers of students needing first nine week intersession interventions, Progress monitoring, IStation and DRA.			
	Funding Sources: 211 - Title I, Part A - \$6,000.00, 263 - Title III, LEP - \$142,525.00, 199 - General Fund: Bilingual - \$2,000.00, 199 - General - \$2,000.00					
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Goal 2: Goal 2**

SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 4: 2.4** For the 2016-2017 school year, Bill Sybert will improve its student state assessment scores in Mathematics will increase from 84% to 89% as compared to the 2015-2016 assessments.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Utilize math programs for Tier 3 model of interventions for struggling math students grades K-8 as identified by STAAR failures and low assessment scores	1, 2, 3, 8, 9, 10	Teachers	Student success on teacher created assessments, District math benchmarks and STAAR			
				Funding Sources: 211 - Title I, Part A - \$2,000.00, 199 - General Fund: Bilingual - \$1,000.00		
2) Implement TSM curriculum campus wide. Support materials from Lonestar Learning, Measuring Up Live in all subjects, Brain Pop, ETA, STAAR Master, Pearson, Kamico, Curriculum Associates, Jarret Publishing, IXL, McGraw, Singapore Math Lakeshore, STAAR Ready, Triumph, and Mentoring Minds will be used to support the curriculum.	1, 3, 8, 9, 10	Classroom teachers, instructional coaches, administration	Student improvement on math assessments, deeper understanding of math vocabulary			
				Funding Sources: 211 - Title I, Part A - \$15,000.00, 199 - General Fund: Bilingual - \$1,000.00, 199 - General Fund : Special Education - \$0.00		
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						














**Goal 2: Goal 2**

SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 5: 2.5** For the 2016-2017 school year, Bill Sybert will improve its student state assessment scores in Science from 79% to 84% as compared to the 2015-2016 state assessment scores.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement a vocabulary program that includes word walls, word studies, and oral rich vocabulary. Advanced word study direct application of vocabulary development through writing, oral discussion.	1, 2, 3, 8, 9, 10	Classroom teachers, instructional coaches and administration	Improved student vocabulary in science			
				Funding Sources: 211 - Title I, Part A - \$500.00, 199 - General Fund: Bilingual - \$500.00		
2) Continue implementing a hands-on approach to science, kinder through eighth grade. Teachers will utilize actual materials to engage students in the scientific process. ETA science, Forde Ferrier as well as Motivational science.	1, 2, 3, 8, 9, 10	Classroom teachers, instructional coaches, administration	Student improvement on teacher created assessments			
				Funding Sources: 211 - Title I, Part A - \$4,500.00, 199 - General Fund: Bilingual - \$500.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						












**Goal 2: Goal 2**

SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 6: 2.6** For the 2016-2017 school year, Bill Sybert will improve its student state assessment scores in Social Studies from 73.5% to 78% as compared to the 2015-16 state assessment scores.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide academic vocabulary support for ESL/Bilingual and Special Education, and economically disadvantaged students in all subject areas including Science and Social Studies. The student will use FreedomFlix K-8th.	1, 2, 3, 8, 9, 10	Teachers, instructional coaches, administration and district SS coach.	Student use of vocabulary; student success on assessments			
				Funding Sources: 211 - Title I, Part A - \$1,500.00		
2) Create timelines and vocabulary cards to display in the hallways for students to see daily and try and answer history questions.	1, 2, 3, 8, 9, 10	Teachers, instructional coaches, administration	Increased student success on assessments			
				Funding Sources: 211 - Title I, Part A - \$500.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2: Goal 2**

SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 7: 2.7** For the 2016-2017 school year, Bill Sybert will improve its student state assessment scores in Writing from 78% to 83% as compared to the 2015-2016 state assessment scores.

**Evaluation Data Source(s) 7:****Summative Evaluation 7:****Goal 2: Goal 2**

SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 8: 2.8** For the 2016-2017 school year, Bill Sybert will improve its student state assessment scores in our two lowest performing ethnic groups in Social Studies, African American Subpopulation from 73.02% to 75% and Economically Disadvantaged subpopulation from 73.08% to 76% as compared to the 2015-16 state assessment scores.

**Evaluation Data Source(s) 8:****Summative Evaluation 8:****Goal 2: Goal 2**

SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 9: 2.9** For the 2016-17 school year, Bill Sybert will improve its student state assessment scores in our SPED and LEP subpopulations. SPED Math from 53.8% to 59%, Reading from 46.2% to 51%, Science 42.9% to 47%, Social Studies from 42.9% to 47% and Writing from 51.5% to 56% as compared to the 2015-16 state assessment scores. LEP Math from 79.7% to 84%, Reading from 71.3% to 76%, Science from 70.5% to 75%, Social Studies from 43.6% to 48% and Writing from 67.7% to 73% as compared to the 2015-16 state assessment scores.

**Evaluation Data Source(s) 9:****Summative Evaluation 9:****Goal 3: Goal 3**

**SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.**

**Performance Objective 1: Objective 3.1** For the 2016-2017 school year, the number of teachers that demonstrate increased instructional effectiveness will

be 90% (as measured by T-TESS, walkthroughs, etc.).

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue implementation of research-based and data driven staff development model; Reading Intervention Program, building content knowledge in reading, technology, TCM and inclusion. Positive Behavior Support, Olweus Bullying program, Classroom modeling, classroom management, vertical and horizontal alignment, content specific areas, Data Analysis and Guided Reading	1, 2, 3, 4, 8, 9, 10	Administration, SCE-I coaches and teachers	Participation records, agendas, observation of implementation, shared knowledge at grade level meetings, increased walkthroughs			
	Funding Sources: 211 - Title I, Part A - \$20,000.00, 199 - General Fund: SCE - \$142,525.00					
2) Provide staff development in implementation of TCM and curriculum.	1, 2, 3, 4, 5, 8, 10	Administration and SCE-I coaches	Improved progress report and report card grades and common assessments			
	Funding Sources: 199 - General Fund: SCE - \$142,525.00, 211 - Title I, Part A - \$500.00, 199 - General: Gifted and Talented - \$500.00, 224 - IDEA A, SPED - \$500.00, 199 - General Fund: Bilingual - \$500.00					
3) Staff development in implementation of Science TEKS to increase number of students achieving Level 2 standard and advanced performance	1, 3, 4, 8, 9, 10	Administration, teachers and SCE-I coaches	Progress reports, report cards, common assessments, student participation			
	Funding Sources: 211 - Title I, Part A - \$1,000.00, 199 - General Fund: SCE - \$117,108.62					
4) Staff development to review the implementation of IEP's to ensure that accommodations are being implemented to ensure the success of our Special Education students	1, 2, 3, 4, 5, 8, 9, 10	Administration, teachers, SCE-I coaches	Progress reports, report cards, common assessments, student participation			
	Funding Sources: 211 - Title I, Part A - \$500.00					
5) Review SIOP strategies for all teachers to better serve our LEP students. All students including our economically disadvantaged and Hispanic students will benefit from teachers using SIOP strategies in the different content areas such as Science, Social Studies, ELAR and Math.	1, 2, 3, 4, 5, 8, 9, 10	Administration, teachers, and SCE-I coaches	Observation protocol for SIOP, lesson plans			
	Funding Sources: 211 - Title I, Part A - \$1,000.00, 199 - General Fund: Bilingual - \$500.00, 224 - IDEA A, SPED - \$500.00, 199 - General Fund: SCE - \$142,525.00					
6) Provide opportunities for teachers to observe master teachers	1, 2, 3, 4, 5, 10	Administration, teachers, and SCE-I coaches	Changes in instruction through implementation of strategies observed			
	Funding Sources: 199 - General Fund: SCE - \$142,525.00					
7) Provide training for teachers as needed to implement CT and support facilitators for SPED students	1, 2, 3, 4, 5, 10	Administrators, teachers and SCE-I coaches	Success of SPED students in inclusion classes, common assessments			
	Funding Sources: 211 - Title I, Part A - \$500.00, 224 - IDEA A, SPED - \$500.00					
= Accomplished     = Considerable     = Some Progress     = No Progress     = Discontinue						

**Goal 3: Goal 3**









SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 2: Objective 3.2**

For the 2016-2017 school year, Bill Sybert will maintain 100% Highly Qualified teachers in all core academic subjects.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ensure that all teachers in the core academic subjects are highly qualified	2, 3, 5, 8, 9, 10	Administration	Student success in the classroom and on state assessments			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: Goal 3**

SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 3: Objective 3.3**

During the 2016-2017 school year, Bill Sybert will increase the number of professional development opportunities offered to employees by 10% as compared to the 2015-2016 school year.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide academic vocabulary support for ESL/Bilingual and Special Education, and economically disadvantaged students in all subject areas including Science and Social Studies	1, 2, 3, 4, 5, 8, 10	Administration, SCE-I, Bilingual teachers, ESL teachers and SPED teachers	Word walls, assessments, walk-throughs, lesson plans, SIOP strategies, Fundamental Five, and implementation of IEPs			
				Funding Sources: 211 - Title I, Part A - \$1,000.00, 199 - General Fund: Bilingual - \$2,000.00, 199 - General Fund : Special Education - \$1,000.00, 199 - General Fund: SCE - \$142,525.00		
2) Provide opportunities for staff development for Math teachers; areas as identified by STAAR results, teacher surveys and Pre-AP certification needs	1, 2, 3, 4, 5, 8, 9, 10	Administration, teachers and SCE-I coaches	Lesson plans, implementation of strategies learned			
				Funding Sources: 211 - Title I, Part A - \$500.00, 199 - General Fund: SCE - \$1,400.00, 199 - General Fund: Bilingual - \$500.00		
3) Provide professional development for teachers to strengthen their skills in Backwards Design, Eduphoria, Ipads, Nooks and TRS.	1, 2, 3, 4, 5, 8, 9, 10	Administration, teachers, and SCE-I coaches	Data reports, increased use of technology by students			
				Funding Sources: 211 - Title I, Part A - \$10,000.00, 199 - General - \$3,700.00, 199 - General Fund : Special Education - \$500.00, 199 - General Fund: SCE - \$142,525.00, 199 - General Fund: Bilingual - \$500.00		
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3: Goal 3**









SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 4: Objective 3.4**

During the 2016-2017 school year, Bill Sybert will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue to purchase only scientifically Research based materials and the technology required to utilize them. Materials that will be used are Lonestar Learning, Measuring Up Live in all subjects, Brain Pop, ETA, STAAR Master, Pearson, Scholastic, Curriculum Associates, Jarret Publishing, Willson, Lakeshore, Reading Renaissance, Motivational Reading, STAAR Reading and Mentoring Minds will be used to support the curriculum.	1, 2, 8, 9, 10	Administration	Student success across the curriculum			
	Funding Sources: 211 - Title I, Part A - \$459,000.00, 199 - General - \$500.00, 224 - IDEA A, SPED - \$3,000.00, 199 - General Fund: Bilingual - \$3,000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









**Goal 3: Goal 3**

SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 5:** Objective 3.5 During the 2016-2017 school year, the number of teachers at Bill Sybert certified in Bilingual Education, English as a Second Language, and/or Special Education will increase by at least 5%.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Offer reimbursement opportunities for teachers seeking certifications in ESL.	1, 2, 3, 4, 5, 10	Administration, teachers, and SCE-I coaches	Increased number of teachers endorsed in ESL strategies			
Funding Sources: 211 - Title I, Part A - \$500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						











**Goal 3: Goal 3**

SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 6:** Objective 3.6 By the end of the 2016-2017 school year, 100% of Bill Sybert teachers will be familiar with the requirements of House Bill 5.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) 1) Faculty, parents and students will attend meetings to specifically address House Bill 5.	1, 2, 4, 6, 9, 10	Administration, teachers, counselors and Parent Liaison	Students will work together to create an atmosphere that is positive and free of violence.			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: Goal 3**

SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 7:** Objective 3.7 By the end of May 2017, Bill Sybert will strengthen the implementation of a College and Career Ready Strategic Plan.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) 1) Counselors, along with the School Improvement Team, will meet six times each year to strengthen and implement a College and Career Ready Strategic Plan.	1, 2, 9, 10	Administration, teacher and counselor	Students awareness of options			
	Funding Sources: 199 - General - \$0.00					
2) 2) Administrator's, Counselors and teachers in grades 5th, 6th, 7th and 8th will implement the AVID program. Tutors will also be hired to support the program.	1, 3, 6, 9, 10	Administration and Counselor	Higher percent of students seeking high school credit to prepare for college.			
	Funding Sources: 211 - Title I, Part A - \$15,000.00, 199 - General - \$12,000.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

## Goal 4: Goal 4

**SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.**















### Performance Objective 1: Objective 4.1

During the 2016-2017 school year, Bill Sybert will increase the number of collaborative educational involvement activities and events for parents and community members by 10% as compared to the 2015-2016 school year to promote teamwork and unity in the education of students.

#### Evaluation Data Source(s) 1:

#### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Offer training sessions for parents at least once a month in areas identified by parents through interest surveys. The parents will be offered snacks during these trainings.	1, 2, 6, 10	Parent Liaison	Number of parents signing in on sign-in sheets			
	Funding Sources: 211 - Title I, Part A - \$1,500.00					
2) Support and promote parental involvement in make and take workshops	1, 2, 6, 10	Parent Liaison	Sign in sheets, increased grades, agendas, games left as resources			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
3) Support and promote parental involvement in Parenting Book Club	1, 2, 6, 10	Parent Liaison	Parent discussion, completion of graphic organizers, and reading activities			
	Funding Sources: 211 - Title I, Part A - \$300.00					
4) Support and promote parental involvement school-wide activities such as Fitness Friday, Science Night, fine arts trips/programs, Fall Festival, Career Day	1, 2, 6, 10	Coaches, counselors, administration, teachers, science coordinator	Sign-in survey, parent attendance			
	Funding Sources: 211 - Title I, Part A - \$100.00					
5) Provide opportunities for parents and teachers to communicate the needs of the students to each other. Science, Social Studies, ELAR, Math, CT, Specialized Support and elective teachers will communicate needs and successes to parents. All parents will be encouraged to participate in their child's education including the parents of Economically disadvantaged, SPED, ELL, Hispanic and all other subgroups of students.	1, 2, 6, 9, 10	Administration, teachers, counselors, parent liaison	Participation in activities and events, improved student performance			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
6) Parent/student meetings will be held to present information of enrollment in post secondary education, financial aid night.	1, 2, 6, 10	Administration, counselors, teachers	Number of parents and students attending meetings			
	Funding Sources: 211 - Title I, Part A - \$600.00					

7) Conduct Pre-AP awareness classes for students and parents.	1, 2, 6, 10	Administration, counselors, teachers	Increased number of students requesting pre-AP courses			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
8) Provide awareness sessions for parents regarding GT program and participation	1, 2, 6, 10	Administration and Teachers	Parent attendance at meetings			
	Funding Sources: 211 - Title I, Part A - \$800.00					
9) Provide funding for parents, volunteer coordinator, and parent liaison to travel to attend conferences to increase parental involvement	1, 2, 6, 10	Parent liaison, campus volunteer coordinator, administration	Increased involvement in volunteer program and parental involvement with student education			
	Funding Sources: 211 - Title I, Part A - \$500.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4: Goal 4**









SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 2: Objective 4.2**

For the 2016-2017 school year, Bill Sybert will increase the number of notifications, sent via newsletters, text messages, on-call, email, etc. to parents, business, and community members by 10%.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Encourage parents to participate in the volunteer program through distribution of information about the need to be involved in their child's education	1, 2, 6, 10	Administration, teachers, counselors, parent liaison	Increased participation in volunteer program			
Funding Sources: 211 - Title I, Part A - \$500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4: Goal 4**

SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 3: Objective 4.3**

By the end of the 2016-2017 school year, Bill Sybert will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Encourage military troop to actively participate in campus programs	1, 2, 6, 10	Administration	Survey			
2) Support and promote Generation Texas.	1, 2, 6, 10	Counselors	College t-shirt day, participation and PAAM and TSI			
Funding Sources: 199 - General - \$500.00						
3) Support and promote Veteran's Day Tribute	1, 2, 6, 10	Counselors	Number of pictures brought to be placed on the wall			
4) Support and promote Red Ribbon Week	1, 2, 6, 10	Counselors	Sign-in for presenters			
Funding Sources: 199 - General - \$300.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 4: Goal 4**









SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 4: Objective 4.4**

For the 2016-2017 school year, Bill Sybert will have a minimum of 2 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All teachers and staff will attend a customer service training at the beginning of the school year. Front office staff will have additional trainings.	2	Administration, staff, teachers, District personnel	Positive welcoming environment as parents and others enter the building while still maintaining safety for students and staff			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









## Goal 5: Goal 5

**SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.**

**Performance Objective 1:** Objective 5.1 For the 2016-2017 school year, 80% of all students in all subgroups at Bill Sybert will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System and safeguards currently set at 60%.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement TCM curriculum campus wide. Support materials from Lonestar Learning, Measuring Up Live in all subjects, Brain Pop, ETA, STAAR Master, Pearson, Curriculum Associates, Jarret Publishing, Willson, Lakeshore, Reading Renaissance, Motivational Reading, STAAR Ready, and Mentoring Minds will be used to support the curriculum	1, 2, 3, 8, 9, 10	Administration, teachers	Student success on District benchmarks and teacher created assessments			
	Funding Sources: 211 - Title I, Part A - \$26,000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



**Goal 5: Goal 5**

SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 2: Objective 5.2**

During the 2016-2017 school year, 100% of Bill Sybert teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Utilize reading and math programs for Tier 3 model of interventions for struggling readers grades K-8 as identified by STAAR failures and low lexile and Istation scores. Supplemental materials such as Mentoring Minds, Region 4, Read 180, Technology, IXL and System 44 will be used.	1, 2, 3, 8, 9, 10	Teachers, instructional coaches, administration	Lesson plans, walk-throughs			
	Funding Sources: 211 - Title I, Part A - \$24,000.00					
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Goal 5: Goal 5**









SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 3: Objective 5.3**

For the 2016-2017 school year, Bill Sybert administrators will increase, by 25%, the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) For the 2016-2017 school year, Bill Sybert will provide opportunities for 100% of the teachers to attend staff development that will improve their instructional skills and instructional gaps identified by the 2016 STAAR assessment.	1, 2, 3, 8, 9, 10	Administration, teachers	Increased number of students achieving Level 2 standard and advanced performance. Staff development to review the implementation of IEP's to ensure that the accommodations and modifications are being implemented to assure the success of our Special Education students. Staff development will include detailed implementation of IEP's, modifications, and accommodations. All fifth and eighth grade science teachers will be sent to additional trainings for Science curriculum.			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5: Goal 5**

SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 4: Objective 5.4**

During the 2016-2017 school year, Bill Sybert administrators will schedule at least 6 data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administrators, teachers and SCE will meet after the third and nine week assessments to evaluate instructional goals and make changes as needed.	1, 3, 4, 6, 8, 9	Admins traction, SCE and teachers	Improved scores			
Funding Sources: 199 - General - \$0.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 5: Goal 5**









SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 5: Objective 5.5**

During the 2016-2017 school year, Bill Sybert personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 10% as compared to the 2015-2016 school year.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Offer training sessions for parents at least twice a month in areas identified by parents through interest surveys; make fine arts performances and/or exhibits coincide with parent training to increase parental involvement. Offer a variety of times to meet parent needs.	2, 6, 8	Administration, teachers, parent liaison	Increased parental involvement leads to increased student success on teacher created assessments and District benchmarks			
	Funding Sources: 211 - Title I, Part A - \$1,000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









**Goal 5: Goal 5**

SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 6: 5.6** By Spring 2017, the percentage of interventions documented by teachers at Bill Sybert for appropriate academic support will increase by 5% over the 2015-2016 school year.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will document their student interventions in ARMS every three weeks for students failing 2 or more subjects with C or D codes.	1, 2, 3, 8, 9, 10	Teacher, SCE and administration	Students will be more successful on teacher assessments, District benchmarks.			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5: Goal 5**

SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 7:** Objective 5.7 For the 2016-2017 school year, the attendance rate for all students at Bill Sybert will increase by .05% over the attendance rate of the previous year.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) 1) Encourage and monitor attendance through the use of incentives. Activities to include perfect attendance certificates each nine weeks, trophies at the end of the year. Popcorn and free dress will be given on Fridays for perfect attendance for that week. Popsicles for the highest classroom attendance percentage per grade level.	8	Administration, teachers, counselors, PEIMS clerks, and nurse	Increased daily attendance			
	Funding Sources: 199 - General - \$3,500.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

# Title I

## Schoolwide Program Plan

Staff development for teachers will also be available during 45 minute PLC's. Common planning times will be provided so that grade levels may collaborate to discuss lesson planning, curriculum implementation, data disaggregation and student progress.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The ten school wide components were discussed during SIT meetings in order to formulate the CNA. The CNA will be revisited and revised as the SIT committee continues to meet throughout the school year in order to serve our students.

### 2: Schoolwide Reform Strategies

Bill Sybert will align instruction Kinder to 8th grade. Grade levels will meet weekly to monitor and discuss lesson plans, curriculum implementation, data and lesson delivery. Instructional Coaches will model "best practices" and conduct "staff development" and assist in PLC's. Administrators will conduct daily walkthroughs to monitor the implementation of lessons supporting the TEKS, readiness and supporting standards. Teachers in need of assistance will be identified and assigned a mentor fellow teacher assisted by an instructional coach and supported by campus administration.

### 3: Instruction by highly qualified professional teachers

All teachers and paraprofessionals at Bill Sybert School are highly qualified educators. Bill Sybert School will continue to ensure that all instructional personnel is "highly qualified" in all grades, special programs & instructional settings. If a member of the instructional staff or long term substitute is not "highly qualified", parents will be notified as required by federal regulation. A yearly review of each teacher and instructional faculty & staff status will be conducted to ensure that students are being taught by "highly qualified" educators..

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

Instructional coaches will continue to assist administration in providing high quality and ongoing staff development to faculty & staff. District staff development will be procured to ensure that all members of the teaching faculty will receive quality staff development. Teachers will be supported by administration in the implementation of best practices addressed through staff development. Administration and instructional coaches will participate in parent meetings and curriculum nights to assist parents and community members on best practices being used at Sybert to promote a successful college bound student population and in methods to assist their children throughout their educational years.

## **5: Strategies to attract highly qualified teachers**

When hiring new teachers, Bill Sybert School will work closely with HR and attend Job Fairs to recruit and attract highly qualified individuals. A campus committee will also comprise of an administrator and relevant staff that will screen and participate in interview committees to attract highly qualified teachers.

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

Our parent liaison in conjunction with the campus counselors will provide ongoing trainings based on our community needs. Principal meetings will be held with parents and members of the Bill Sybert community to disseminate Title I components and provide parents information regarding the CIP and other parental involvement opportunities available on campus every nine weeks.

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

Bill Sybert School will provide.

- 1.) A new student orientation for all Kinder parents.
- 2.) Provide a campus tour to Head-start students that will be eligible to enroll at Sybert for the following school year.
- 3.) Provide administrative meetings with parents of incoming students.
- 4.) Early Childhood Speech evaluations and services.

## **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**

SIT meetings will be conducted monthly to afford campus personnel the opportunity to learn and voice their opinions on school programs and initiatives to improve student achievement. Various committees have been created providing teachers the opportunity to discuss and collaborate to determine how to best assist our students and parents with academic activities.

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

Bill Sybert School will provide after school tutoring and Saturday school for students requiring interventions in order to ensure their academic success.

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

SIT members will work in conjunction with all instructional personnel to ensure that all federal, state and district policies, services and programs are integrated and adhered to in daily activities and instruction. The SIT committee will evaluate all initiatives and student programs in order to monitor student



progress. All evaluations will be reviewed so that any required modifications and adjustments needed take place, providing effective instruction and lesson delivery in all core subject areas in order to maximize student achievement.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Liliana Marquez	TIA	Title I TIA	

## Campus Action Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Gabriela Elliott	Principal
Business Representative	Ms. Silva	Chick Fil'a Representative
Classroom Teacher	Douglass Berta	5th Grade Teacher
Classroom Teacher	Elisa Campos	2nd Grade
Classroom Teacher	Felipa Cervantes	Secretary
Classroom Teacher	Yesenia Gomez	1st
Classroom Teacher	Stephanie Gutierrez	8th Grade
Classroom Teacher	Vanessa Lopez	4th Grade
Classroom Teacher	Ruby Mendez	Kinder
Classroom Teacher	Priscilla Mendez	SPED Teacher
Classroom Teacher	Michgyn Merli	7th Grade
Classroom Teacher	Kimberly Padilla	6th Grade
Classroom Teacher	Jane Richardson	Fine Arts
Classroom Teacher	Ramiro Varela	3rd Grade
District-level Professional	Susan Olson	Budget Director
Librarian	April Doornwaard	Librarian
Non-classroom Professional	Pablo Romero	Cafeteria Manager
Parent	Jessica Fausto	Parent
Parent Liaison	Sylvia Ruiz	Parent Liaison
SCE Coach	Debrah Saucedo	SCE Coach

# Campus Funding Summary

<b>199 - General</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
2	1	1			\$0.00
2	1	2		300	\$0.00
2	2	2			\$4,000.00
2	2	2			\$0.00
2	3	3			\$2,000.00
3	2	1			\$0.00
3	3	3	(\$3700 General)		\$3,700.00
3	4	1	Gen (5,000)		\$500.00
3	6	1	Funding Sources: 199 - General - \$0.00		\$0.00
3	7	1	Funding Sources: N/A		\$0.00
3	7	2			\$12,000.00
4	3	2			\$500.00
4	3	4			\$300.00
4	4	1			\$0.00
5	4	1			\$0.00
5	6	1	Funding Sources: 199 - General - \$0.00		\$0.00
5	7	1	Funding Sources: 199 - General - \$500.00, 199 - General - \$3000.00		\$3,500.00
<b>Sub-Total</b>					<b>\$26,500.00</b>
<b>199 - General Fund: SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	1	1			\$142,525.00
2	1	3	FTE1-2		\$142,525.00
2	1	4			\$142,525.00
2	2	1			\$142,525.00
2	2	2	(FTE 1-2)		\$142,525.00
2	3	1	(FTE 1-2)		\$142,525.00
2	3	2	(FTE 1-2		\$142,525.00
3	1	1	SCE (FTE 1-2 \$142,525)		\$142,525.00
3	1	2	SCE (FTE 1-2 \$142,525)		\$142,525.00
3	1	3	FTE		\$117,108.62
3	1	5	SCE (FTE 1-2 \$142,525)		\$142,525.00
3	1	6	SCE (FTE 1-2 \$142,525)		\$142,525.00
3	3	1	SCE (FTE 1-2 \$142,525)		\$142,525.00
3	3	2	SCE (1400)		\$1,400.00
3	3	3	SCE (FTE 1-2 \$142,525)		\$142,525.00

**Sub-Total** \$1,971,333.62

**199 - General Fund : Special Education**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$300.00
2	1	4			\$5,000.00
2	1	6			\$2,000.00
2	2	1			\$0.00
2	2	2			\$1,000.00
2	4	2			\$0.00
3	3	1	Special Education (\$1,000)		\$1,000.00
3	3	3	SPED (\$500)		\$500.00

**Sub-Total** \$9,800.00

**211 - Title I, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$2,000.00
2	1	3			\$3,000.00
2	1	4			\$37,000.00
2	1	5			\$8,000.00
2	1	6			\$5,000.00
2	2	1			\$26,000.00
2	2	2			\$20,000.00
2	2	2			\$10,000.00
2	3	1			\$15,000.00
2	3	2			\$8,000.00
2	3	3			\$6,000.00
2	4	1			\$2,000.00
2	4	2			\$15,000.00
2	5	1			\$500.00
2	5	2			\$500.00
2	5	2			\$4,000.00
2	6	1			\$1,500.00
2	6	2			\$500.00
3	1	1	Title I part A (\$20,000)		\$20,000.00
3	1	2	Title I		\$500.00
3	1	3	Title I (\$1,000) SCE		\$1,000.00
3	1	4			\$500.00
3	1	5	Title I Part A (\$1,000)		\$1,000.00
3	1	7	Title I (\$500)		\$500.00
3	3	1	Title I (\$1,000)		\$1,000.00
3	3	2	Title I Part A (\$500),		\$500.00
3	3	3	Title I (\$10,000) Part A,		\$10,000.00

3	4	1	Title I (\$45,900)		\$459,000.00
3	5	1			\$500.00
3	7	2	Funding Sources: 211 - Title I, Part A - \$15000.00, 199 - General - \$12000.00		\$15,000.00
4	1	1	Title I (\$1,500)		\$1,500.00
4	1	2	Title I (\$200)		\$2,000.00
4	1	3	Title I \$300		\$300.00
4	1	4			\$100.00
4	1	5	Title I (\$1000)		\$1,000.00
4	1	6	Title I (\$100), guidance and counseling (\$500)		\$600.00
4	1	7	Title I (\$500), guidance and counseling (\$500)		\$1,000.00
4	1	8	Title I (\$500), GT (\$300)		\$800.00
4	1	9	Title I (\$500)		\$500.00
4	2	1	Title I (\$500)		\$500.00
5	1	1	Title I (\$20,000) Bil (\$3,000) SPED (\$3000)		\$26,000.00
5	2	1	Title I (\$20,000) Bil (\$2000) SPED (\$2000)		\$24,000.00
5	3	1	Title I (\$5000)		\$5,000.00
5	5	1			\$1,000.00
<b>Sub-Total</b>					<b>\$737,800.00</b>
<b>224 - IDEA A, SPED</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	2			\$500.00
3	1	5			\$500.00
3	1	7			\$500.00
3	4	1	Sped (\$3000)		\$3,000.00
<b>Sub-Total</b>					<b>\$4,500.00</b>
<b>263 - Title III, LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>

2	2	2			\$2,000.00
2	3	3	SCE		\$142,525.00
<b>Sub-Total</b>					\$144,525.00

**199 - General Fund: Bilingual**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$2,000.00
2	1	3			\$1,000.00
2	1	4			\$6,000.00
2	1	6			\$2,000.00
2	2	1			\$2,000.00
2	3	3	SPED		\$2,000.00
2	4	1			\$1,000.00
2	4	2			\$1,000.00
2	5	1			\$500.00
2	5	2			\$500.00
3	1	2			\$500.00
3	1	5			\$500.00
3	3	1	Bilingual ESL (\$1,000)		\$1,000.00
3	3	1	LEP (\$1,000)		\$1,000.00
3	3	2	Bilingual/ESL (\$500)		\$500.00
3	3	3	Bilingual/ESL (\$500)		\$500.00
3	4	1	Bil (\$3000)		\$3,000.00
<b>Sub-Total</b>					\$25,000.00

**199 - General: Gifted and Talented**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$300.00
3	1	2			\$500.00
<b>Sub-Total</b>					\$800.00



	<b>Grand Total</b> \$2,920,258.62
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