

Socorro Independent School District
Bill Sybert School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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

Board Members and Superintendent

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Comprehensive Needs Assessment

Revised/Approved: May 21, 2018

Needs Assessment Overview

Bill Sybert will continue to strive for academic success through family involvement, integration of technology, highly qualified teachers, research based interventions for students of all tiers, effective staff development, addressing the emotional and social needs of all students, implementation of Positive Behavior Intervention Supports, and maintaining a safe and positive learning environment. We will continue to encourage students to participate in Pre-AP and AP courses offered here at Bill Sybert and to pursue specialized academic programs at the high school level to ensure post-secondary success. We will continue to focus on all populations of the campus including At-Risk, ELL's, Special Education, GT, ethnic groups and economically disadvantaged students.

Demographics

Demographics Summary

Bill Sybert is one of 49 campuses in the Socorro Independent School District. Bill Sybert opened its doors in 2002 and serves a diverse community. Bill Sybert serves 1000 students in grades kinder to 8th grade. Projected numbers for the 2018-19 school year are: Kinder 53, First 73, Second 101, Third 106, Fourth 111, Fifth 123, Sixth 110, Seventh 137, and Eighth 116. The student population is 2.8% African-American, 5.5% Anglo, 0.8% Asian, 90.1% Hispanic, 51% male and 49% female, with a low socioeconomic status of 70.9%. The average daily attendance rate for students is 97%. The average daily attendance rate for staff is 97%. Bill Sybert serves 134 English Language Learner students, 49 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 118 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 three college tutors who 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: I Station, STAAR, Attendance (students and staff), Benchmarks, and RTI. Committees were formed to look for areas of strengths and areas of concern. 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-3 students have made continuous improvement in reading as reported through the use of the Dibels and Reading I-Station. 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 by providing them with in-class and group sessions. 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 anti-bullying program, including PBIS, and the parent liaison work with students and parents to ensure those students' emotional, social, and daily needs are met.

Demographics Strengths

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. 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 learning opportunities for parents, Parent Nights, HMM Family Engagement, Student Led Conferences, Campus parent workshops, SSI nights, Technology classes for parents, ESL academies for both elementary and middle school and WIN Academy. 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: SPED population across all grade levels have a 49% pass rate on STAAR reading and scores compared to the overall STAAR reading of 81%. **Root Cause:** Our teachers need specialized professional development to better understand instructional strategies for SPED and CoTeaching and planning time.

Problem Statement 2: 2018 STAAR data reveals that Bilingual and ESL students score significantly below all other student groups in all grade levels in Reading STAAR 60% compared to 81% for all students. **Root Cause:** There is a greater need to provide language support, accommodations, acceleration and interventions for ELL and Bilingual Students.

Student Academic Achievement

Student Academic Achievement Summary

Bill Sybert offers a rigorous, standard-driven, education to all students. This is evident in 2018-2019 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. Texas Resource System curriculum is used campus wide and supplemented with programs such as 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 administration, 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 disadvantaged students.

Student Academic 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, AVID, Gateway to Technology, Computer Science, AP Spanish and Algebra and accelerated programs in high school (Mission Early, Early College Campuses, Dual Credit, STEM, IB, Libertas, etc.).

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2018 STAAR data reveals that Special education students score significantly below all other student groups in all grade levels in Reading and Math. **Root Cause:** There is a greater need to provide, accommodations, acceleration and interventions for Special education students.

Problem Statement 2: 2018 STAAR data reveals that Bilingual and ESL students score significantly below all other student groups in all grade levels in Reading STAAR 60% compared to 81% for all students. **Root Cause:** There is a greater need to provide language support, accommodations, acceleration and interventions for ELL and Bilingual Students.

Problem Statement 3: We need more student participation for after school interventions and intersession tutorials. **Root Cause:** There needs to be a uniformed system in place to notify parents and increase student participation.

Problem Statement 4: PBMAS ESSA Indicator 5 - Mathematics, received a 3. **Root Cause:** One of the two students was identified as a tier 1 and didn't receive additional interventions and one-one tutorials in math

Problem Statement 5: PBMAS ESSA Indicator 5 - Writing, Received a 3. **Root Cause:** The one student identified received one-one tutorials in writing but is multiple grades below grade level; we will continue to plan for tier 2 and 3 instruction to meet his education needs and individualized educational plan.

Problem Statement 6: PBMAS ESSA Indicator 5 - Reading, received a 2. **Root Cause:** One of the two students is significantly below grade level in reading. He has most recently been identified as requiring additional services in counseling.

Problem Statement 7: Indicator #2 ESL 6-8 Reading received a 3 Performance Level. **Root Cause:** Teachers provide corrective instruction to scholars after every assessment/data cycle.

Problem Statement 8: Indicator #2 BE/ESL 6-8 Science received a 3 Performance Level **Root Cause:** It is important to ensure the vertical alignment for grades k-8 and ensuring that the science TEKS are being explicitly taught across grade levels

Problem Statement 9: Indicator #2 BE/ESL 6-8 Social Studies received a 3 Performance Level **Root Cause:** Campus instructional leaders have consistent, documented expectations for maximizing instructional time and delivering effective instruction.

Problem Statement 10: Indicator #2 ESL 6-8 Writing received a 3 Performance Level **Root Cause:** The campus identifies struggling students and assigns appropriate intervention strategies for Tier 1,2, 3 students.

Problem Statement 11: Indicator #2 ESL 6-8 Mathematics received a 3 Performance Level **Root Cause:** The campus identifies struggling students and assigns appropriate intervention strategies for Tier 1,2, 3 students.

Problem Statement 12: Indicator #1 BE 3-5 Writing received a 2 Performance Level **Root Cause:** Tracking progress of the effectiveness of intervention strategies with fidelity.

Problem Statement 13: Indicator 1: SPED STAAR 3-8 Writing received a 3 in performance level. **Root Cause:** Teaching and Learning - Tracking progress and the effectiveness of these intervention.

Problem Statement 14: Indicator 4: STAAR Alt 2 Participation Rate, received a 3. **Root Cause:** We have two units which make our ratio larger.

Problem Statement 15: Indicator 7: Early Childhood Program Rate, received a 3. **Root Cause:** Climate and Culture: District and Campus need to provide opportunities for referral serviced to identify students

Problem Statement 16: Indicator 9: SPED Class <40% Rate (Ages 6-21) , received a 2. **Root Cause:** We have two units and all 22 students are self contained, which make our ratio larger.

School Processes & Programs

School Processes & Programs Summary

Bill Sybert staff and teachers are a unified team. Data is disaggregated 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 such as Bilingual, ESL, and Content.

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.

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 targeting all levels of academic achievement. In addition, students are highly encouraged to participate in study hall. The K-2 students have made continuous improvement in reading as reported through the use of the Dibels, IStation and Dyslexia Screeners. 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 Master Teacher and the parent liaison work with students and parents to ensure those students' emotional, social, and daily needs are met.

School Processes & Programs Strengths

In terms of staff development, the teachers need sustained, ongoing, hands on and interactive training when introducing new concepts. Training should be ongoing and consistent throughout the school year. It should be before each nine weeks, modeled and practiced throughout the marking period. The teachers have effective programs and would benefit from ongoing staff development on how to deliver lessons to meet the needs of all students. Teachers need to be trained on the components of Balanced Literacy for K-8, Guided Math and Reading, and small groups determined by different tiers.

We have two SCE Coaches that provide support to our K-8 teachers and provide interventions to At-Risk populations. Administration and teachers also

meet weekly through PLCs to provide relevant and meaningful staff development in order to meet 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 schools and teachers with the assistance of SCE Coaches and Administration. Teachers are also a part of the SISD Content Advisory Committee. We also use Balanced Literacy camps through our WIN classes, providing blended learning for our students.

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 6. TTESS Accountability System

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need staff development that is interactive and ongoing. **Root Cause:** 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.

Problem Statement 2: In terms of staff development, the teachers need sustained, ongoing hands on training when introducing new concepts through guided math and reading. **Root Cause:** Trainings are not ongoing throughout the school year.

Problem Statement 3: Enrichment opportunities are outside of the instructional time. **Root Cause:** 100% participation rate is not always possible.

Problem Statement 4: Students are limited to courses they may take. **Root Cause:** Given that we have Kinder to Eighth Grade, we have many singletons in our master schedule that limit flexibility in electives.

Perceptions

Perceptions 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. 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.

Perceptions Strengths

Our school participates in the District-wide 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 Master Teacher expectations and rules including Positive Behavior Intervention Support (PBIS). 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 meetings.

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. Scorpion Orientation Day, 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 Bill Sybert School 11. WIN Excursions, WIN parent days/nights 12. Pre-AP/ AVID Night 13. Dia De Los Ninos 14. Family Movie Night 15. Father/Daughter Dance 16. Father/Son Cookout 17. Mother/Son Dance 18. Career Day 19. Social Studies Night 20. HMH Family Engagement 21. Father/Son Conference 22. Mother/Son Conference 23. Regional Parent Conference 24. PBIS family night 25. Safety Night

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The current mentor program that we have in place, CHAMPS, needs more structure. **Root Cause:** There is greater need to schedule in monthly meetings to support our mentees.

Problem Statement 2: We need to increase the number of parent volunteers. **Root Cause:** We do not have a system set in place to recruit and retain our parent volunteers.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Goals

Revised/Approved: August 21, 2018

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: For the 2018-2019 school year, Bill Sybert will implement a plan of action to ensure that district stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: EOP Plan implementation, Master Teacher, PBIS, Tacky Box and Safety Committee Meetings every marking period.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Look for a way to provide monitor coverage during the 3:30-4:30 times.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) For the 2018-2019 school year, Bill Sybert will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.	2.4	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					
2) Safety committee will meet once every 9 weeks to ensure that all safety audits and drills are conducted	2.4	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					
3) Bill Sybert will use the Hall Pass safety system required by all visitors entering the building.	2.4					
= Accomplished = No Progress = Discontinue						

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: For the 2018-2019 school year, the number of bullying-related incidents reported at Bill Sybert will remain below 10%.

Evaluation Data Source(s) 2: Discipline referrals and bully-related reports for 2017-2018 and 2018-19.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Incorporate more CHAMPS activities and maintain stronger record keeping.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide training on implementation of the Olweus/Connecting with Kids program to all teachers at all grade levels.	2.4, 2.6	Administration, teachers, SCE-I coaches and SRO	Reduction in student bullying incidents as reported on monthly discipline reports			
	Funding Sources: 199 - General - 0.00					
2) Bill Sybert will continue to implement the CHAMPS Program.	2.4, 2.6	Administration, teachers, SCE-I Coaches and SRO	Improving student self esteem and positive relationships and connections with our staff			
	Funding Sources: 211 - Title I, Part A - 155.00					
3) Provide training on SEL, Master Teacher and Tacky Box.		Administration, Counselors, Teachers, Coaches, and SRO	Self awareness and self regulation			
	Funding Sources: 211 - Title I, Part A - 155.00					
= Accomplished = No Progress = Discontinue						

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: For the 2018-2019 school year, the total number of disciplinary incidents at Bill Sybert will decrease by 5% or more.

Evaluation Data Source(s) 3: Discipline referrals for 2017-2018 and 2018-19

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: More counselor involvement in monthly guided lessons and small groups.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will continue to implement the Olweus anti-bullying program through weekly meetings with students as well as the implementation of new programs (i. e. PBIS). 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. Teachers will be provided with professional development on class room management techniques. Teachers will submit their class room management plan to all administrators.	2.4, 2.6	Administration and Teachers	Students will work together to create an atmosphere that is positive and free of violence-which in turn will result in a decrease in the number of discipline referrals.			
	Funding Sources: 199 - General - 0.00					
= Accomplished = No Progress = Discontinue						

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.

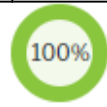
Performance Objective 1: For the 2018-2019 school year, Bill Sybert will improve its state assessment scores in Reading/ELA from 80.16% to 85% or greater as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 1: Student state assessment data

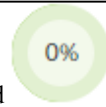
Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: All teachers will be trained on Balanced Literacy and implement the balanced literacy framework.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS</p> <p>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 and the use of ISNs. Kagan strategies will also be used to strengthen vocabulary, book of the month.</p>	2.4, 2.6	Administrators, SCE-I coaches and teachers	Improved district benchmarks, STAAR and Istation scores			
Funding Sources: 211 - Title I, Part A - 4000.00, 199 - General Fund: SCE - 2000.00						
<p>PBMAS</p> <p>2) Implement a guided reading program to include the following phonological awareness, explicit phonics, word study, fluency, vocabulary and comprehension strategies. In addition to the Fundamental 5, Wilson, Johnny Can Spell, Scholastic, Lakeshore, Read 180, Learning Farm, Book of the Month, People's Education, Forde Ferrier, Sirius, Mentoring Minds and Reading Renaissance (AR) I-Station, Heinemann - Calkins Units of Reading. Emphasize on the book of the month by creating and implementing a schedule for book of the month. Provide Kagan professional development refreshers.</p>	2.4, 2.6	Administrators, SCE-I coaches and teachers	Improved district benchmarks, STAAR and I-Station scores			
Funding Sources: 211 - Title I, Part A - 15000.00, 199 - General Fund: SCE - 142525.00						
<p>PBMAS</p> <p>3) Implement comprehensive reading intervention plans, Flocabulary, Istation, Dibels, and IXL.</p>	2.4, 2.6	SCE-I coaches and teachers	Improved student passing rates on progress reports and report cards. Numbers of students needing first week intersession interventions, progress monitoring, I-Station and Dibels.			
Funding Sources: 211 - Title I, Part A - 2500.00, 263 - Title III, Part A (Eng. Lang. Acq.) - 142525.00, 199 - General Fund: Bilingual - 2000.00, 199 - General - 2000.00						



= Accomplished



= No Progress



= Discontinue

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: For the 2018-2019 school year, Bill Sybert will improve its student state assessment scores in Writing from 70.31% to 75% or greater as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 2: STAAR Writing scores

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: We will include training of Special Education Teachers in AVID.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement writing across curriculum campus wide. Support materials Mentoring Minds, Motivation Writing, AVID WICOR, Building Stamina and Empowering Writers, Sirius Education Solutions, Texas Coach Writing- School Specialty.	2.4, 2.6	Teachers, SCE-I coaches and administration	Student success on assessments			
	Funding Sources: 211 - Title I, Part A - 8000.00					
= Accomplished = No Progress = Discontinue						

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: For the 2018-2019 school year, Bill Sybert will improve its student assessment scores in Mathematics from 87.32% to 92% or greater as compared to the 2017-2018 assessments.

Evaluation Data Source(s) 3: Student state assessment Mathematics data

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Math Power Hours will be included in the daily schedules in addition to Power Hour after school.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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, IXL Math, and Learning Farm.	2.4, 2.5, 2.6	Teachers and SCE-I	Student success on teacher created assessments, District math benchmarks and STAAR			
	Funding Sources: 211 - Title I, Part A - 2000.00, 199 - General Fund: Bilingual - 1000.00					
2) Implement TRS curriculum campus wide. Support materials from Measuring Up Live in all subjects, Brain Pop, ETA, STAAR Master, Pearson, Kamico, Curriculum Associates, People's Education, IXL, School Speciality - Texas Coach, McGraw, Lakeshore, STAAR Ready, Sirius, Counting Down to STAAR, The Gauntlets, Building Stamina and Mentoring Minds will be used to support the curriculum.	2.4, 2.6	Classroom teachers, instructional coaches, administration	Student improvement on math assessment, deeper understanding of math vocabulary.			
	Funding Sources: 211 - Title I, Part A - 15000.00, 199 - General Fund: Bilingual - 1000.00					
= Accomplished = No Progress = Discontinue						

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: For the 2018-2019 school year, Bill Sybert will improve its state assessment scores in Science from 80.47% to 86% or greater as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 4: Student state assessment data

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: All students will be encouraged to participate in the Science Fair.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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 and oral discussion. Science will utilize Science Flix.	2.4, 2.6	Classroom teachers, SCE-I coaches and administration.	Improved student vocabulary in science			
	Funding Sources: 211 - Title I, Part A - 1600.00, 199 - General Fund: Bilingual - 500.00					
2) Continue implementing a hands-on approach to science, kinder though eight grade. Teacher will utilize actual materials to engage students in the scientific process. Science lab setting up and conducting of labs. ETA science, Forde Ferrier, Brain Pop, Stem Scopes, Gateways to Science, Sirius Education Solutions, STAAR Master, Measuring Up and Motivation Science.	2.4, 2.6	Classroom teachers, SCE-I coaches, and administration	Student improvement on teacher created assessments			
	Funding Sources: 211 - Title I, Part A - 4500.00, 199 - General Fund: Bilingual - 500.00					
= Accomplished = No Progress = Discontinue						

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: For the 2018-2019 school year, Bill Sybert will improve its state assessment scores in Social Studies from 76.43% to 82% or greater as compared to the 2017-2018 state assessments.

Evaluation Data Source(s) 5: Student state assessment data

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: There will be more visuals displayed in hallways and timelines will be added to consistently throughout the school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide academic vocabulary support to all stakeholders in Social Studies. Students will use FreedomFlix K-8th and Flocabulary.	2.4, 2.6	Teachers, SCE-I, and administration	Student use of vocabulary and student success on assessments.			
	Funding Sources: 211 - Title I, Part A - 1500.00					
2) Continue implementing real world relationships to social studies, School Specialty - Texas Coach, Sirius Education Solution. Create timelines, word walls and vocabulary cards to display in the hallways for students to build vocabulary strength daily. Jarrett and McGraw.	2.4, 2.6	Teaches, SCE-I and administration	Increased student success on assessments.			
	Funding Sources: 211 - Title I, Part A - 500.00					
= Accomplished = No Progress = Discontinue						

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: By the beginning of the 2018-2019 school year, the number of students enrolled in Advanced Academics classes will increase by 5% as compared to the 2017-2018 Beginning-Of-Year enrollment.

Evaluation Data Source(s) 6: Course availability and the number of students enrolled in Advanced Academics classes will increase by 5%.

Summative Evaluation 6: Exceeded Performance Objective

Next Year's Recommendation 6: We will continue providing advanced placement classes.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide a variety of opportunities for students to choose from. Students will be able to select from Pre-AP ELAR, Science, Social Studies and Math, GTT I, II and IV, Algebra I, Computer Science and AP Spanish Language and Culture and AP Spanish IV.	2.4, 2.6	Teachers, Counselors, Administration				
= Accomplished = No Progress = Discontinue						

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: For the 2018-2019 school year, 100% of Bill Sybert At-risk students will be placed in the proper learning environment and proper grade levels to ensure that they reach their fullest potential.

Evaluation Data Source(s) 7: At-Risk students will score at 60% or higher on the state assessments.

Summative Evaluation 7: Met Performance Objective

Next Year's Recommendation 7: Teachers will provide interventions the maximum allotted days.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide intervention counseling for at-risk students	2.6	Teachers, counselors, administration	Reduced failure rates, report cards and assessment data			
	Funding Sources: 199 - General - 0.00					
2) Incorporate SSI/GPC strategies and activities for all at-risk students at all grade levels. Sybert paraprofessionals will work with sub-populations and assist teachers.	2.6	Administration, teachers, counselors, at-risk aide, SCE aides.	Reduced failure rates, improved student grades.			
	Funding Sources: 199 - General Fund: SCE - 0.00, 211 - Title I, Part A - 0.00					
3) Provide tutorials and intervention in the content areas for struggling at-risk students after school, on Saturdays, during intersession, and in the summer. Students will use Mentoring Minds, Measuring Up, STAAR Master, Texas Coach, Flocabulary, Hot Dots, Peoples Publishing magazines, Fundamental 5, Brain Pop, IXL, Scholastic, and Scope magazines will be used for tutorials. Visual reminders will be posted throughout the campus to support learning. Purchase new computers for elementary computer lab for the programs.	2.5, 2.6	Administration, teachers, counselors, at risk aide, general ed teachers, SCE-I coaches.	Reduced failure rates, report cards, progress reports, content area assessments			
	Funding Sources: 199 - General Fund: SCE - 48137.00, 211 - Title I, Part A - 45909.00					
= Accomplished = No Progress = Discontinue						

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: For the 2018-2019 school year, 100% of Bill Sybert Bilingual/ESL students will be placed in the proper learning environment and proper grade levels to ensure that they reach their fullest potential.

Evaluation Data Source(s) 8: TELPAS, STAAR Test Results

Summative Evaluation 8: Met Performance Objective

Next Year's Recommendation 8: Ensure that paraprofessionals are scheduled to work with students in Social Studies and Science course in Middle School.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Provide academic vocabulary support for ESL/Bilingual students in all subject areas including Science and Social Studies.	2.4, 2.6	Administration, SCE-I coaches, Bilingual teachers, ESL teachers	Read 180 Next Generation, TELPAS, GT, MOY, Istation, Hot Dots, common assessments and STAAR.			
	Funding Sources: 211 - Title I, Part A - 26000.00, 199 - General Fund: SCE - 142525.00, 199 - General Fund: Bilingual - 2000.00					
PBMAS 2) Incorporate SSI/GPC strategies and activities for all Bilingual/ESL students at all grade levels. Sybert paraprofessionals will work with sub-populations and teachers.	2.4, 2.6	Administration, teachers, counselors, Bilingual/ESL teachers, SCE-I coaches	Reduced failure rates, improved student grades			
	Funding Sources: 199 - General Fund: SCE - 142525.00, 199 - General Fund: Bilingual - 1000.00, 211 - Title I, Part A - 3000.00, 199 - General Fund : Special Education - 300.00					
PBMAS 3) Provide tutorials and intervention in the content areas for struggling ESL/Bilingual students; Mentoring Minds, Measuring Up, STAAR Master, Texas Coach, Flocabulary, Hot Dots, Peoples Publishing materials, Fundamental Five, Brain Pop, IXL, Lexia and Scope Magazines will be posted throughout the campus to support learning.	2.4, 2.5, 2.6	Administration, Bilingual/ESL teachers, general ed teachers, counselors, SCE-I coaches	Reduced failure rates, report cards, progress reports, content area assessments			
	Funding Sources: 199 - General Fund: SCE - 142000.00, 199 - General Fund: Bilingual - 6000.00, 211 - Title I, Part A - 37000.00, 199 - General Fund : Special Education - 5000.00					
= Accomplished = No Progress = Discontinue						

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: For the 2018-2019 school year, 100% of Bill Sybert Special Education students will be placed in the proper learning environment and proper grade levels to ensure that they reach their fullest potential.

Evaluation Data Source(s) 9: Student state assessment data.

Summative Evaluation 9: Met Performance Objective

Next Year's Recommendation 9: Class ratios will include 1/3 of the population receiving Special Education services. More inclusion of students in Special Education in the general education classes.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutorials and intervention in the content areas for struggling SPED students; Mentoring Minds, Measuring Up, STAAR Master, Texas Coach, Flocabulary, Hot Dots, Peoples Publishing materials, Fundamental Five, Brain Pop, IXL, Lexia and Scope Magazines will be posted throughout the campus to support learning.	2.4, 2.5, 2.6	Administratin, SPED teachers, general ed teachers, counselors, SCE-I coaches	Reduced failure rates, report cards, progress reports, content area assesments			
	Funding Sources: 199 - General Fund: SCE - 142525.00, 199 - General Fund : Special Education - 5000.00, 211 - Title I, Part A - 37000.00					
= Accomplished = No Progress = Discontinue						

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 10: For the 2018-2019 school year, the percentage of Bill Sybert's Special Education and ELL students that meet standard on the state assessment in Reading/ELA will improve from 29% to 60% and 43% to 60%, respectively, to address indicators reported on the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 10: STAAR Reading/ELA scores for SPED students will improve to 60% or higher and STAAR Reading/ELA scores for ELL students will improve from 43% to 60% or higher.

Summative Evaluation 10: Met Performance Objective

Next Year's Recommendation 10: More teachers will be trained and utilize co-teaching models.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Provide teachers with professional development and refreshers to implement strong co-teaching strategies to better support the SPED population. Also provide teachers with professional development given by district IO's to help SPED students meet the standards. PD for all teachers, SCE Coaches and administrators on the SIOP model.	2.4, 2.6	Teachers, Administration and SCE-I	Best practices and strategies used in class for ESL/Bilingual and SPED sub populations			
	Funding Sources: 211 - Title I, Part A - 1000.00, 199 - General Fund: Bilingual - 500.00, 199 - General Fund : Special Education - 500.00					
= Accomplished = No Progress = Discontinue						

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: For the 2018-2019 school year, 90% of Bill Sybert teachers will achieve "Proficient" on T-TESS.

Evaluation Data Source(s) 1: T-TESS observations will reflect 90% teachers as "Proficient"

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Provide Professional development with teacher input.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development on the different domains for TTESS, on going coaching sessions, and PowerWalks.	2.4	Administration and SCE-I coaches	Teacher achieving proficient on TTESS			
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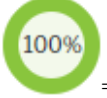
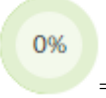

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2018-2019 school year, Bill Sybert will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: All core academic teachers meet the 100% Highly Qualified status

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to push the Bilingual certification for all our teachers in elementary.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) Ensure that all teachers in the core academic subjects are highly qualified	2.4	Administration	Student success in the classroom and on state assessments			
Funding Sources: 199 - General - 0.00						
 = Accomplished  = No Progress  = Discontinue						

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: During the 2018-2019 school year, the number of professional development opportunities offered to Bill Sybert teachers, encompassing all content areas, will increase by 15% as compared to the 2017-2018 school year.

Evaluation Data Source(s) 3: The number of professional development opportunities offered to Bill Sybert teachers will increase by 15% through PLCs, early release PD and district leveled PD.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Our SCEI coaches and some teachers provided professional development opportunities on a monthly basis before and after school. Continue to push teachers to provide PD.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Provide academic vocabulary support for ESL/Bilingual and Special Education, and economically disadvantaged students in all subject areas including Science and Social Studies	2.4, 2.5, 2.6	Administration, SCE-I, Bilingual teachers, ESL teachers and SPED teachers.	Word wall, assessments, walk-through, lesson plans, SIOP strategies, Fundamental Five, Power Walks and implementation of IEPs.			
	Funding Sources: 211 - Title I, Part A - 1000.00, 199 - General Fund: Bilingual - 2000.00, 199 - General Fund : Special Education - 1000.00, 199 - General Fund: SCE - 142525.00					
2) Provide opportunities for staff development for Math teachers; in areas identified by STAAR results, teacher surveys and Pre-AP certification needs	2.4, 2.6	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 - 1400.00, 199 - General Fund: Bilingual - 500.00					
3) Provide professional development for teachers to strengthen their skills in Backwards Design, Strengthen Professional Learning Communities process, Eduphoria/Lead4forward, AVID, technology and TRS.	2.4	Administration, teachers, and SCE-I coaches.	Data reports, increased use of technology by students.			
	Funding Sources: 211 - Title I, Part A - 2000.00, 199 - General Fund : Special Education - 500.00, 199 - General Fund: Bilingual - 500.00					
= Accomplished = No Progress = Discontinue						

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: During the 2018-2019 school year, Bill Sybert will allocate funding to purchase evidence-based programs, materials, and/or resources for professional development training in order to meet 100% of System Safeguard standards.

Evaluation Data Source(s) 4: Bill Sybert will meet 100% of the system safeguards

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue to allot funding for research based resources.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) Continue to purchase only scientifically Research based materials and the technology required to utilize them. Materials that will be used are Measuring Up Live in all subjects, Brain Pop, ETA, STAAR Master, Pearson, Scholastic, Curriculum Associates, Jarret Publishing, Wilson, Lakeshore, Reading Renaissance, AVID, Motivational Reading, STAAR Reading and Mentoring Minds will be used to support the curriculum.	2.4, 2.6	Administration	Student success across the curriculum			
	Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General - 142525.00, 224 - IDEA A, SPED - 500.00, 199 - General Fund: Bilingual - 500.00					
= Accomplished = No Progress = Discontinue						

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: During the 2018-2019 school year, the number of Bill Sybert teachers certified in Bilingual Education, English as a Second Language, and/or Special Education will increase by at least 7%.

Evaluation Data Source(s) 5: 7% increase in Bilingual/ESL/SPED certification amongst teachers.

Summative Evaluation 5: Exceeded Performance Objective

Next Year's Recommendation 5: Continue to push our elementary teachers to get certified.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Offer reimbursement opportunities for teachers seeking certification in ESL.	2.4, 2.6	Administration, teachers, SCE-I coaches	Increased number of teachers endorsed in ESL strategies			
Funding Sources: 199 - General Fund : Special Education - 500.00, 199 - General Fund: Bilingual - 500.00						
= Accomplished = No Progress = Discontinue						










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: During the 2018-2019 school year, Bill Sybert will provide at least 20 collaborative educational involvement activities and events for parents and community members in order to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: Bill Sybert will offer at least 20 events for parent and community members.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: As a school we need to involved more parents in the school.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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 training. Purchase necessary supplies and materials for workshops and training's. All files will also be organized and kept in a cabinet.	3.1, 3.2	Parent Liaison	Parent signing in on sign-in sheets			
	Funding Sources: 211 - Title I, Part A - 1500.00					
2) Support and promote parental involvement in make and take workshops	3.1, 3.2	Parent Liaison	Sign in sheets, increased grades, and agendas			
	Funding Sources: 211 - Title I, Part A - 2000.00					
3) Support and promote parental involvement in Parenting Book Club	3.1, 3.2	Parent liaison	Parent discussion, completion of graphic organizer and reading activities.			
	Funding Sources: 211 - Title I, Part A - 300.00					

4) 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.	3.1, 3.2	Administration, counselors, teachers, and parent liaison	Participation in activities and events, improved students performance.			
	Funding Sources: 211 - Title I, Part A - 1000.00					
5) Conduct Pre-AP, AVID and Win awareness classes for students and parents.	3.1, 3.2	Administration, counselors, and teachers	Increased number of students requesting Pre-AP courses.			
	Funding Sources: 211 - Title I, Part A - 1000.00					
6) Provide awareness sessions for parents regarding GT program and participation.	3.1, 3.2	Administration and teachers	Parent attendance to the meetings			
	Funding Sources: 211 - Title I, Part A - 800.00					
7) Provide funding for parents, volunteer coordinator, and parent liaison to travel to attend conferences to increase parental involvement.	3.1, 3.2	Parent liaison, campus volunteer coordinator, and administration	Increased involvement in volunteer program and parental involvement with student education.			
	Funding Sources: 211 - Title I, Part A - 500.00					
= Accomplished = No Progress = Discontinue						

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: For the 2018-2019 school year, the District and campuses will increase the number of notifications, sent via newsletters, email, all call, social media to parents, business, and community members by 6%.

Evaluation Data Source(s) 2: The number of notifications sent from the district and the campuses will increase by 6% in efforts of bolstering communication between parents and schools.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to recruits parents

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Encourage parents to participate in the volunteer program through various methods of distribution of information about the need to be involved in their child's education.	3.1	Administration, teachers, counselors, and parent liaison.	Increased participation in volunteer program.			
	Funding Sources: 211 - Title I, Part A - 500.00					
= Accomplished = No Progress = Discontinue						

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: By the end of the 2018-2019 school year, Bill Sybert will offer a minimum of 10 partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Increase the number of partnership activities to at least 10.

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Encourage military troops to actively participate in campus programs	3.2	Administration and parent liaison	Reach out to the military			
2) Support and promote Generation Texas	2.4, 2.6	Counselors	College T-shirts Day, PAAM and TSI participation.			
Funding Sources: 199 - General - 500.00						
3) Support and promote Veteran's Day Tribute	3.2	Counselor	Wall display in foyer			
4) Support and promote Red Ribbon Week	2.6	Counselors	Sign in sheets for presenters			
Funding Sources: 199 - General - 300.00						
5) 5) Support and promote college and career readiness through Career Day	2.4, 2.6	Counselors	Sign in sheets for presenters, scholars will learn about the various careers to pursue post secondary education careers. Students have the opportunity to serve the school community by assisting with career day.			
Funding Sources: 199 - General: Gifted and Talented - 0.00						
= Accomplished = No Progress = Discontinue						




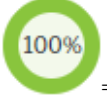


Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2018-2019 school year, Bill Sybert will offer at least 2 customer service training sessions by to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: At least 2 customer service training sessions will be offered to all faculty and staff.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue to promote a positive and welcoming climate for all stakeholders

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All teachers and staff will attend customer services training at the beginning of the school year.		Administration, staff, teachers, and district personnel	Positive welcoming environment as parents and others enter the building while still maintaining safety for all students and staff.			
Funding Sources: 199 - General - 0.00						
 = Accomplished  = No Progress  = Discontinue						

Goal 5: For increased accountability, 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: For the 2018-2019 school year, Bill Sybert's average daily attendance for students, will increase from 97% to 98%.

Evaluation Data Source(s) 1: Student attendance will increase from 97% to 98%.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to systematically make home visits and phone calls when absent.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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. Silly string and popsicles for the highest classroom attendance percentage per grade level.	2.4, 2.6	Administration, teachers, counselors, PEIMS clerks, and nurse.	Increase daily attendance			
	Funding Sources: 199 - General - 0.00					
= Accomplished = No Progress = Discontinue						

Goal 5: For increased accountability, 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: For the 2018-2019 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: Lesson plans, TTESS evaluations, RTI

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to identify students early on to provide them with the interventions needed.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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, IXL, System 44 will be used and integration of technology.	2.4, 2.5, 2.6	Teachers, instructional coaches, administration	Lesson plans, walk-throughs			
	Funding Sources: 211 - Title I, Part A - 24000.00					
= Accomplished = No Progress = Discontinue						

Goal 5: For increased accountability, 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: For the 2018-19 school year, Bill Sybert's average teacher attendance and staff will increase as compared to the 2017-18 district reports.

Evaluation Data Source(s) 3: District monthly and yearly teacher and staff reports

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue to provide teacher incentives and show teachers the rankings.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Encourage and monitor attendance through the use of weekly, monthly, semester and yearly incentives including jean days, classroom materials and treats.	2.4, 2.6	Administration	Improved teacher and staff attendance			
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	3	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, IXL Math, and Learning Farm.
2	4	2	Continue implementing a hands-on approach to science, kinder though eight grade. Teacher will utilize actual materials to engage students in the scientific process. Science lab setting up and conducting of labs. ETA science, Forde Ferrier, Brain Pop, Stem Scopes, Gateways to Science, Sirius Education Solutions, STAAR Master, Measuring Up and Motivation Science.
2	7	1	Provide intervention counseling for at-risk students
2	7	2	Incorporate SSI/GPC strategies and activities for all at-risk students at all grade levels. Sybert paraprofessionals will work with sub-populations and assist teachers.
2	7	3	Provide tutorials and intervention in the content areas for struggling at-risk students after school, on Saturdays, during intersession, and in the summer. Students will use Mentoring Minds, Measuring Up, STAAR Master, Texas Coach, Flocabulary, Hot Dots, Peoples Publishing magazines, Fundamental 5, Brain Pop, IXL, Scholastic, and Scope magazines will be used for tutorials. Visual reminders will be posted throughout the campus to support learning. Purchase new computers for elementary computer lab for the programs.
2	8	1	Provide academic vocabulary support for ESL/Bilingual students in all subject areas including Science and Social Studies.
2	8	2	Incorporate SSI/GPC strategies and activities for all Bilingual/ESL students at all grade levels. Sybert paraprofessionals will work with sub-populations and teachers.
2	8	3	Provide tutorials and intervention in the content areas for struggling ESL/Bilingual students; Mentoring Minds, Measuring Up, STAAR Master, Texas Coach, Flocabulary, Hot Dots, Peoples Publishing materials, Fundamental Five, Brain Pop, IXL, Lexia and Scope Magazines will be posted throughout the campus to support learning.
2	10	1	Provide teachers with professional development and refreshers to implement strong co-teaching strategies to better support the SPED population. Also provide teachers with professional development given by district IO's to help SPED students meet the standards. PD for all teachers, SCE Coaches and administrators on the SIOP model.
3	4	1	1) Continue to purchase only scientifically Research based materials and the technology required to utilize them. Materials that will be used are Measuring Up Live in all subjects, Brain Pop, ETA, STAAR Master, Pearson, Scholastic, Curriculum Associates, Jarret Publishing, Wilson, Lakeshore, Reading Renaissance, AVID, Motivational Reading, STAAR Reading and Mentoring Minds will be used to support the curriculum.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	1	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 and the use of ISNs. Kagan strategies will also be used to strengthen vocabulary, book of the month.
2	1	2	Implement a guided reading program to include the following phonological awareness, explicit phonics, word study, fluency, vocabulary and comprehension strategies. In addition to the Fundamental 5, Wilson, Johnny Can Spell, Scholastic, Lakeshore, Read 180, Learning Farm, Book of the Month, People's Education, Forde Ferrier, Sirius, Mentoring Minds and Reading Renaissance (AR) I-Station, Heinemann - Calkins Units of Reading. Emphasize on the book of the month by creating and implementing a schedule for book of the month. Provide Kagan professional development refreshers.
2	1	3	Implement comprehensive reading intervention plans, Flocabulary, Istation, Dibels, and IXL.
2	8	1	Provide academic vocabulary support for ESL/Bilingual students in all subject areas including Science and Social Studies.
2	8	2	Incorporate SSI/GPC strategies and activities for all Bilingual/ESL students at all grade levels. Sybert paraprofessionals will work with sub-populations and teachers.
2	8	3	Provide tutorials and intervention in the content areas for struggling ESL/Bilingual students; Mentoring Minds, Measuring Up, STAAR Master, Texas Coach, Flocabulary, Hot Dots, Peoples Publishing materials, Fundamental Five, Brain Pop, IXL, Lexia and Scope Magazines will be posted throughout the campus to support learning.
2	10	1	Provide teachers with professional development and refreshers to implement strong co-teaching strategies to better support the SPED population. Also provide teachers with professional development given by district IO's to help SPED students meet the standards. PD for all teachers, SCE Coaches and administrators on the SIOP model.
3	3	1	Provide academic vocabulary support for ESL/Bilingual and Special Education, and economically disadvantaged students in all subject areas including Science and Social Studies

State Compensatory

Budget for Bill Sybert School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.122.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$50,953.00
199.11.6118.99.122.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$39,000.00
199.11.6119.00.122.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$122,513.00
199.11.6119.00.122.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$263,074.00
199.11.6125.00.122.7.30.0.00.	6125 Salary Support - Locally Defined	\$14,100.00
199.11.6129.00.122.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$17,317.00
199.12.6129.00.122.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$7,986.00
199.11.6141.00.122.7.30.0.00.	6141 Social Security/Medicare	\$2,027.00
199.11.6141.00.122.7.30.8.00.	6141 Social Security/Medicare	\$5,026.00
199.11.6141.99.122.7.30.0.00.	6141 Social Security/Medicare	\$566.00
199.12.6141.00.122.7.30.0.00.	6141 Social Security/Medicare	\$115.00
199.11.6142.00.122.7.30.0.00.	6142 Group Health and Life Insurance	\$19,863.00
199.11.6142.00.122.7.30.8.00.	6142 Group Health and Life Insurance	\$43,037.00
199.12.6142.00.122.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.122.7.30.0.00.	6143 Workers' Compensation	\$619.00
199.11.6143.00.122.7.30.8.00.	6143 Workers' Compensation	\$1,534.00
199.11.6143.99.122.7.30.0.00.	6143 Workers' Compensation	\$173.00
199.12.6143.00.122.7.30.0.00.	6143 Workers' Compensation	\$35.00
199.11.6146.00.122.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$2,346.00
199.11.6146.00.122.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$29.00
199.11.6146.00.122.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$6,282.00

199.11.6146.00.122.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$274.00
199.11.6146.99.122.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$956.00
199.12.6146.00.122.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$43.00
199.11.6149.00.122.7.30.0.00.	6149 Employee Benefits	\$1,797.00
199.11.6149.00.122.7.30.5.00.	6149 Employee Benefits	\$26.00
199.11.6149.00.122.7.30.8.00.	6149 Employee Benefits	\$4,285.00
199.11.6149.00.122.7.30.9.00.	6149 Employee Benefits	\$118.00
199.11.6149.99.122.7.30.0.00.	6149 Employee Benefits	\$585.00
199.12.6149.00.122.7.30.0.00.	6149 Employee Benefits	\$225.00
6100 Subtotal:		\$608,215.00

Personnel for Bill Sybert School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfredo Magallanes	WIN Teacher	SCE	1
Aliceann Perez	Teacher	SCE	.50
Brittany Montano	CSR Teacher	SCE	1
Darlene Davis-Lopez	SCEI Coach	SCE	1
Debra Saucedo	SCEI Coach	SCE	1
Erik Ayala	Library Aide	SCE	.50
Gabriela Acosta	WIN Teacher	SCE	.11
Jaime Martinez	CSR Teacher	SCE	1
Laura Loya	WIN Teacher	SCE	.10
Liliana Ibarra	WIN Teacher	SCE	1
Lorena Villa	WIN Teacher	SCE	.10
Maria Perez	At-Risk Instructional Aide	SCE	1
Nancy Velarde	WIN Teacher	SCE	.11
Sheila Ornelas Perez	WIN TIA	SCE	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily Chavez	College Tutor	Title I	1
Jazmine Cenicerros	College Tutor	Title I	1
Liliana Marquez	Instructional Aide	Title I	1
Maleni Cervantes	College Tutor	Title I	1
Sylvia Ruiz	Parent Liaison	Title I	1
Yessica Fernandez Acosta	TIA	Title I	1

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Administrative Assistant	Felipa Cervantes	School Secretary
Administrator	Lorena Alvarez	
Administrator	Susana Gonzalez	
Administrator	Gabriela Elliot	
Parent Liaison	Sylvia Ruiz	
Administrator	Juan Carlos	
Classroom Teacher	Karen Flores	
Classroom Teacher	Yesenia Gomez	
Classroom Teacher	Delia Cisneros	
Classroom Teacher	Claudia Helmling	
Classroom Teacher	Christy Lozano	
Classroom Teacher	Brittany Montano	
Classroom Teacher	Gloria Morales	
Classroom Teacher	Adriana Molina	
Classroom Teacher	Shauna Baca	
Classroom Teacher	Daniel Reyes	
Parent	Lidia Sosa	
Community Representative	Angie Rodriguez	

District Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
2	1	3			\$2,000.00
2	7	1			\$0.00
3	2	1			\$0.00
3	4	1			\$142,525.00
4	3	2			\$500.00
4	3	4			\$300.00
4	4	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$145,325.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$2,000.00
2	1	2			\$142,525.00
2	7	2			\$0.00
2	7	3			\$48,137.00
2	8	1			\$142,525.00
2	8	2			\$142,525.00
2	8	3			\$142,000.00
2	9	1			\$142,525.00
3	3	1			\$142,525.00

3	3	2			\$1,400.00
Sub-Total					\$906,162.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	2			\$300.00
2	8	3			\$5,000.00
2	9	1			\$5,000.00
2	10	1			\$500.00
3	3	1			\$1,000.00
3	3	3			\$500.00
3	5	1			\$500.00
Sub-Total					\$12,800.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$155.00
2	1	1			\$4,000.00
2	1	2			\$15,000.00
2	1	3	Purchase Flocabulary for use to support students.		\$2,500.00
2	2	1			\$8,000.00
2	3	1			\$2,000.00
2	3	2			\$15,000.00
2	4	1			\$1,600.00
2	4	2			\$4,500.00
2	5	1			\$1,500.00
2	5	2			\$500.00
2	7	2			\$0.00
2	7	3			\$45,909.00
2	8	1			\$26,000.00

2	8	2			\$3,000.00
2	8	3			\$37,000.00
2	9	1			\$37,000.00
2	10	1			\$1,000.00
3	3	1			\$1,000.00
3	3	2			\$500.00
3	3	3			\$2,000.00
3	4	1			\$20,000.00
4	1	1			\$1,500.00
4	1	2			\$2,000.00
4	1	3			\$300.00
4	1	4			\$1,000.00
4	1	5			\$1,000.00
4	1	6			\$800.00
4	1	7			\$500.00
4	2	1			\$500.00
5	2	1			\$24,000.00

Sub-Total \$259,764.00

224 - IDEA A, SPED

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1			\$500.00
Sub-Total					\$500.00

263 - Title III, Part A (Eng. Lang. Acq.)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$142,525.00
Sub-Total					\$142,525.00

199 - General Fund: Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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2	1	3			\$2,000.00
2	3	1			\$1,000.00
2	3	2			\$1,000.00
2	4	1			\$500.00
2	4	2			\$500.00
2	8	1			\$2,000.00
2	8	2			\$1,000.00
2	8	3			\$6,000.00
2	10	1			\$500.00
3	3	1			\$2,000.00
3	3	2			\$500.00
3	3	3			\$500.00
3	4	1			\$500.00
3	5	1			\$500.00
Sub-Total					\$18,500.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	5			\$0.00
Sub-Total					\$0.00
Grand Total					\$1,485,576.00