Sterling City Elementary 2013-2014

Campus Improvement Plan

2013-2014 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Guetersloh, Michele	Elementary Principal	Sterling City Elementary	
Sides, Valrae	Teacher	Sterling City Elementary	5-2014
Frey, Kathy	Teacher	Sterling City Elementary	5-2014
Smith, Tanya	Campus Non-Teaching Position	Sterling City Elementary	5-2014
Irby, Brettnie	Special Populations Representative	Sterling City Elementary	5-2014
Ortiz, Angelica	Parent	Sterling City Elementary	5-2014
Rivas, Monica	Business Representative	Sterling City Elementary	5-2014
Ferguson, Rob	Community Representative	Sterling City Elementary	5-2014

Names of People Responsible For Implementation

Name	Title	Campus / District
Rauch, Bob	Superintendent	Sterling City ISD
Guetersloh, Michele	Elementary Principal	Sterling City Elementary
Glass, Ashley	Counselor	Sterling City ISD
Ortiz, Sally	Library Aide	Sterling City Elementary
Wilborn, Camie	Elementary Secretary	Sterling City Elementary
Frey, Kathy	Prekindergarten Teacher	Sterling City Elementary
Parham, Denise	Kindergarten Teacher	Sterling City Elementary
Bearden, Christy	First Grade Teacher	Sterling City Elementary
Coburn, Traci	First Grade Teacher	Sterling City Elementary
Thompson, Erin	Second Grade Teacher	Sterling City Elementary
Schovajsa, Jassy	Second Grade Teacher	Sterling City Elementary
Myrick, Joy	Third Grade Teacher	Sterling City Elementary
Cason, Jeni	Third Grade Teacher	Sterling City Elementary
Blackwelder, Shannon	Fourth Grade Teacher	Sterling City Elementary
Sides, Valrae	Fourth Grade Teacher	Sterling City Elementary
Stevens, Sara	Fifth Grade Teacher	Sterling City Elementary
Justiss, Wendy	Fifth Grade Teacher	Sterling City Elementary
Irby, Brettnie	Special Programs	Sterling City Elementary
White, Terry	Physical Education Teacher	Sterling City Elementary
Snider, Sarah	Physical Education Teacher	Sterling City Elementary
Smith, Tanya	Special Education Aide	Sterling City Elementary
Rios, Rosario	Title I Aide	Sterling City Elementary
Thomas, Jere	Title I Aide	Sterling City Elementary
Ferguson, Dow	Technology Director	Sterling City ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Stucker, Cheri	Food Service Director	Sterling City ISD
	Region XV Personnel	

Attendance

Attendance

Goal:

	2010	2011	2012	2013	2014
All Students	**96.60**	**96.30**	**96.30**	**96.65**	**97.00**
Economically Disadvantaged	**96.30**	**95.60**	**95.60**	**96.30**	**97.00**
Hispanic	**96.60**	**95.40**	**95.40**	**96.20**	**97.00**
Limited English Proficient	**97.20**	**97.30**	**97.30**	**97.30**	**97.30**
Special Education	**96.60**	**96.70**	**96.70**	**96.85**	**97.00**
White	**96.70**	**97.10**	**97.10**	**97.10**	**97.10**

STAAR

Grade:**3rd-5th**   **All Subjects**   100%

	2013	2014	2015
All Students	86.00	93.00	100.00
Economically Disadvantaged	84.00	92.00	100.00
Hispanic	75.00	87.50	100.00
Special Education	54.00	77.00	100.00
Two or More Races	100.00	100.00	100.00
White	94.00	97.00	100.00

Grade:**3rd-5th**   **STAAR Mathematics**   100%

	2013	2014	2015
All Students	86.00	93.00	100.00
Economically Disadvantaged	85.00	92.50	100.00
White	93.00	96.50	100.00

Grade:**3rd-5th**   **STAAR Reading**   100%

	2013	2014	2015
All Students	88.00	94.00	100.00
Economically Disadvantaged	82.00	91.00	100.00
White	100.00	100.00	100.00

STAAR

Grade:**4th**   **STAAR Writing**   100%

	2013	2014	2015
All Students	**88.00**	**94.00**	**100.00**
Economically Disadvantaged	**91.00**	**95.50**	**100.00**
White	**92.00**	**96.00**	**100.00**

Grade:**5th**   **STAAR Science**   100%

	2013	2014	2015
All Students	**75.00**	**87.50**	**100.00**
Economically Disadvantaged	**78.00**	**89.00**	**100.00**
Hispanic	**67.00**	**83.50**	**100.00**

About Sterling City Elementary School

Mission Statement:
"Sterling City Independent School District believes that students are our #1 resource. Knowing that all students can learn, we are committed to preparing today's youth for tomorrow's challenges."

Vision Statement:

The Staff of SCISD believe that each student should:
Be a good communicator – reading, writing, speaking, listening, performing

Be technologically literate – understanding and application

Be a life-long learner and open-minded about the future

Have a solid foundation in the fundamental knowledge and skills

Have esteem for self, others, and the environment

Have an awareness of resources inside and outside our immediate environment

Have an awareness of and tolerance for cultures and traditions

Have an awareness of career opportunities and options in our world today and in the future

Be prepared to participate effectively in a team environment

Possess the math and science skills necessary for higher education and/or technical fields

Have an understanding of our social, economic, and political decisions of past, present, and future

Be a critical and creative thinker

Be physically fit and develop life-long wellness skills

Have an understanding of and appreciation for Fine Arts

Be able to communicate effectively in a second language

Grade Span:
PK – 5

Enrollment:
174

Highly Qualified Status:
100% HQ Teachers

Accountability Ratings:
1) 2013 State Accountability
Met Standard

2) Federal AYP Status:
Met 2012 AYP

Federal Requirements - Targeted Assistance Program

In accordance with the revised (10/12/09) Section 1115(c)(1) of Title I, Part A Statute, a Targeted Assistance school program shall include the following eight federally required components:

1. Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children;

2. Ensure that planning for students served under this part is incorporated into existing school planning;

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that—

   (A) give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;

   (B) help provide an accelerated, high-quality curriculum, including applied learning; and

   (C) minimize removing children from the regular classroom during regular school hours for instruction provided under this part;

4. Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs;

5. Provide instruction by highly qualified teachers;

6. In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program;

7. Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services; and

8. Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements - Targeted Assistance Program Components

Sterling City Elementary conducts a Title I Targeted Assistance Program on the campus. The Targeted   Assistance Components are addressed in the Campus Improvement Plan under the following goals.

1.   Help participating children meet the State's challenging student academic achievement standards expected for all children.
- Goal #1: Accelerated Instruction Strategy
- Goal #2: Dropout Prevention Strategy

2.   Ensure planning for students served under this part is incorporated into existing school planning.
- Goal #1: Campus Performance Objectives Strategy
- Goal #1: Foundation Program Strategy

3.   Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school.
- Goal #1: Campus Performance Objectives Strategy
- Goal #1: Foundation Program Strategy
- Goal #1: Accelerated Instruction Strategy

4.   Coordinate with and support the regular education program, which may include services to assist preschool children in the transition to elementary school programs.
- Goal #1: Early Intervention Program Strategy

5.   Provide instruction by highly qualified teachers.
- Goal #5: Recruitment and Retention Initiatives Strategy
- Goal #5: Professional Development Program Strategy

6.   Provide opportunities for professional development.
- Goal #5: Professional Development Program Strategy

7.   Provide strategies to increase parental involvement.
- Goal #4: Parent/Community Involvement Strategy

8.   Coordinate services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
- Goal #3: Drug Use, Violence Prevention and/or Intervention Programs and Activities Strategy
- Goal #7: Coordinated School Health Program Strategy

Needs Assessment Process

Comprehensive Needs Assessment Process

Teacher/staff/parents/students will be surveyed on everything from facility needs to curriculum. The school's site-based decision making (SBDM) committee is responsible for monitoring and evaluating data.

Areas of Concern:

1.   Demographics:
a. Data Sources Reviewed:
 * Enrollment
 * Daily attendance
 * Gender
b. Summary of Strengths
 * Low Student/Teacher ration
 *Attendance rate is at 94.88%
 * Mobility rate
c. Summary of Weaknesses/Needs
 * Lack of space

2.   Parent and Community Involvement: SBDMC meets Bi-annually
a. Data sources reviewed:
 * Parental involvement including available opportunities and activities
   * Volunteering
   * Open house
 b. Summary of strengths
 * Turkey Trot
 * Christmas Polar Express
 * 5th Grade Invention Convention

3.   Student Achievement, Curriculum, Instruction and Assessment:
a. Data Sources Reviewed:
 * Academic performance
   * Report card grades
   * Student work
   * Benchmarks
   * STAAR tests
   * TELPAS results
 * Instructional program
   * Monitoring, evaluating and modifying programs
   * Maximizing student engagement and learning
 b. Summary of strengths
 * Co-teacher planning
 * Textbook adoption Committee

 * Weekly Staff meetings to plan for the week and month
c. Summary of Weaknesses/Needs
 * Student populations performing below 79% AYP
d. Possible Actions
 * Target Hispanic and Economically Disadvantaged students for interventons

4.   Staff Quality, Professional Development, Recruitment and Retention:
a. Data Sources Reviewed
 * Teacher – Student Ratio
 * Staff Mobility
b. Summary of Strengths
 * High quality teachers and staff
 * 100% highly qualified staff
 * Limited mobility
c. Possible Actions
 * Continue low teacher to student ratio

5.   Technology:
a. Data Sources Reviewed
 * Amount, quality and availability of equipment, software
 * Extent to which teachers integrate technology into instruction
 * Type of computer systems available
 * Up-to-date/out-of-date hardware and software
 * Barriers preventing effective use of technology
 * Technology professional development opportunities
b. Summary of Weaknesses/Needs
 * Students need more access of technology through mobile devices
 * Improve Wi-Fi capabilities
 * Discounted rate for WI-FI for all students
c. Prioritized List of Needs
 * Increase student access to technology
d. Possible Actions
 * Wi-Fi Café
 * Volunteer position at the school

Needs Assessment Summary

Sterling City Elementary received a State Accountability Rating of Met Standard from TEA in 2013. The Met Standard Rating requires that the campus met or exceeded the target score on Student Achievement, Student Progress and Closing Performance Gaps.

Student Strengths and Needs:

Note: Passing Rates on the STARR tests in 2013 were at Phase-in 1 Level II.

Reading/ELA: 88% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 100% for White students to 82% for Economically Disadvantaged students.

Math: 86% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 93% for White students to 85% for Economically Disadvantaged students.

Writing: Fourth grade students participated in the STAAR Writing test in 2013. 88% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 92% for White students to 91% for Economically Disadvantaged students.

Science: Fifth grade students participated in the STAAR Science test in 2013. 75% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 78% for Special Education students to 67% for Hispanic students.

The campus Comprehensive Needs Assessment (CNA) identified several areas and populations where students may need additional assistance to meet the System Safeguard targets for 2013-2014. Hispanic students in Reading and Math will receive additional assistance through access to programs such as Study Island, IStation and Think through Math. The CEI lab will also focus on Math and Reading as the primary targets. Additional assistance in all core subject areas including Reading, Math and Science will be provided by an instructional aide. Primary focus will be given to the All Students group as well as the Hispanic and Economically Disadvantaged subgroups to prepare them for the 2013-2014 System Safeguard targets.

Sterling City Elementary School has been serving students with Title I funds as a Targeted Assistance campus. The CNA has identified areas and populations that could be better served under a schoolwide program that would benefit all students on campus, rather than just those students who have specifically identified. The campus will spend the 2013-2014 school year developing a comprehensive plan for reforming the instructional program and implementing the ten components of schoolwide program.

Faculty and Staff: 100% of the staff at Sterling City Elementary is highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are performing below district expectations. Teachers are given the opportunity to participate in professional development through the Region XV Professional Development Consortium as well as having the opportunity to attend conferences.

Goal: 1	Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]					
Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Campus Performance Objectives - The Superintendent and Chair of the DPDMC will assist the Sterling City Elementary campus SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process. The SBDMC meets to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness; reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program; and reviewing the professional and paraprofessional staff available. Sterling City Elementary will adopt performance objectives reflective of their students' unique needs.	6/2013 - 5/2014	Elementary Principal - Michele Guetersloh Superintendent - Bob Rauch	Local - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/13: 80% of students will pass campus benchmark tests.	The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Documentation :Student Records - 05/14: 90% of all students in grades PK - 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.
Strategy: Basic Federal and State Mandated Testing Program - Sterling City Elementary participates in the State-Developed Testing Program that is consistent with the regulations of No Child Left Behind (NCLB). The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 – 5), Writing (grade 4) and Science (grade 5). The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.	1/2014 - 6/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - 12/13: 80% of students will pass campus benchmark tests.	Increased academic performance by all students and all student groups.	Documentation :Student Records - 05/14: 90% of all students in grades PK - 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Foundation Program - The Sterling City Elementary PK – 5 curriculum is based on the Texas Essential Knowledge and Skills (TEKS). Effective instructional strategies, activities and initiatives that increase the amount and quality of learning time, promoting accelerated instruction and providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of Sterling City Elementary.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - 12/13: 80% of students will pass campus benchmark tests.	Increased academic performance by all students and all student groups.	Documentation :Student Records - 05/14: 90% of all students in grades PK - 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.
Activity: Foundation Assessments - Students in K - 2 will be administered the Texas Primary Reading Inventory (TPRI) 3 times a year to determine specific strengths and weaknesses in the development of reading skills; Saxon Math and Study Island will be used to assess math skills. Students in grades 3 - 5 will be administered various assessments to identify STAAR Instructional Needs. Think Through Math will be used to assess math skills. IStation will be used to identify reading skills and Study Island will be used in both subjects to identify needs.* * Addresses System Safeguards in Reading and Math	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/13: 80% of students will pass campus benchmark tests.	Increased academic performance by all students and all student groups.	Documentation :Student Records - - 05/14: 90% of all students in grades PK - 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 1		Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]				
Objective(s): Pre-K-5th		Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.				

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Early Intervention Program - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of DFPS and/or homeless. Sterling City Elementary conducts two half day Prekindergarten Classes with emphasis on language acquisition skills for special population groups.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Prekindergarten Teacher - Kathy Frey	Local - Time Contributions of PK Teacher	Informal Assessment :Classroom Assessments - 12/13: 80% of PK students will meet minimum expectations on weekly assessments.	Students with prerequisite early school readiness skills for success in Kindergarten. Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.	Documentation :Student Records - 05/14: 90% of all students in prekindergarten will be promoted to the next grade level.
Activity: Prekindergarten Transition Services (TI, A TA #4) - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Sterling City Elementary. Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings. The Prekindergarten teacher will introduce early Kindergarten-level activities to the students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten. The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.	8/2013 - 5/2014	Prekindergarten Teacher - Kathy Frey	Local - Time Contributions of PK Teacher	Informal Assessment :Classroom Assessments - - 12/13: 80% of PK students will meet minimum expectations on weekly assessments.	Students and parents familiarized with the Kindergarten program. Students' with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.	Documentation :Student Records - - 05/14: 90% of all students in prekindergarten will be promoted to the next grade level.

Goal: 1 **Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]**

Objective(s): Pre-K-5th Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Accelerated Instruction - Sterling City ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty		Students "at risk of dropping out of school" are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Documentation :Student Records - 05/14: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

Goal: 1		Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]				
Objective(s):	Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.				
Implementation: Reform Methodologies, Strategies and Activities	**TimeLine**	**Person(s) Responsible**	**Resources / Allocation**	**Formative Evaluation**	**Expected Outcome**	**Summative Evaluation**
Activity: Assessment "Students at Risk of Dropping out of School - Sterling City Elementary follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013] For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who: (1) was not advanced from one grade level to the next for one or more school years; (2) NA; (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; (5) NA; (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year; (7) has been expelled in accordance with Section 37.007 during the preceding or current	8/2013 - 5/2014	Counselor - Ashley Glass	Local - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/13: 80% of the students meeting the State-adopted "at risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Increased academic performance by all students and all student groups. Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Documentation :Student Records - - 05/14: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

Goal: 1	Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]
Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
school year; (8) is currently on parole, probation, deferred prosecution, or other conditional release; (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; (10) is a student of limited English proficiency, as defined by Section 29.052; (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official; (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.						

Goal: 1   **Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]**

Objective(s): Pre-K-5th   Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Computer Assisted Instruction - The CEI aide will provide students with supplemental assistance in core subject areas under the direct supervision of highly qualified teachers. The subject areas of Language Arts and Math are the primary targets, including reading in the content area. * * Addresses System Safeguards in reading and Math	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Title I Aide - Rosario Rios	Federal - Title I, Part A - Time Contributions of CEI Aide FTE: 0.54 $11,071.57 Federal - Title I, Part A - CEI Site License $9,000.00	Informal Assessment :Classroom Assessments - - 12/13: 80% of students will pass campus benchmark tests.	Increased student achievement.	Documentation :Student Records - - 05/14: 90% of all students in grades PK - 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.
Activity: Individualized Instruction - The Individualized Instruction aide will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aide will assist students with subject mastery in Reading, Math, Science or Social Studies. * * Addresses System Safeguards in Math, Reading and Science.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Title I Aide - Jere Thomas	Federal - Title I, Part A - Time Contributions of Instructional Aide FTE: 0.54 $13,940.02 Federal - Title I, Part A - Saxon Phonics Site License $5,609.00	Informal Assessment :Classroom Assessments - - 12/13: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/14: 90% of all students in grades PK - 2 will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - 12/13: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Increased student achievement. Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - 05/14: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

Goal: 1		Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]				
Objective(s):	Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.				

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Special Education Assessment - Full and Individual Evaluation of students with disabilities will remain in compliance with federal regulations, as reflected in the "Commissioner's Rules Concerning Special Education Services," §89.1011: Referral for Full and Individual Initial Evaluation. 1) A student will not be referred for a full and individual initial evaluation for possible Special Education Services until the Student Intervention Committee has sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. 2) The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.004, related to the 45 calendar day time line. 3) To be eligible for Special Education Services, a student must be a "child with a disability," as defined in 34 Code of Federal Regulations (CFR), §300.7(a)(1)), subject to provisions of 34 CFR Section 302.7(c), the TEC §29.003, and §89.1040 of the Commissioner's Rules. The determination of whether a student is eligible for Special	8/2013 - 5/2014	Special Programs - Brettnie Irby	Local - Assessment Instruments	Documentation :Student Records - - 12/13: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Informal Assessment :Classroom Assessments - - 05/14: 90% of the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs.

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Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.						
Implementation: Reform Methodologies, Strategies and Activities	**TimeLine**	**Person(s) Responsible**	**Resources / Allocation**	**Formative Evaluation**	**Expected Outcome**	**Summative Evaluation**	
Education and related services will be made by the student's Admission, Review and Dismissal (ARD) committee.

4) Any evaluation and reevaluation of a student shall be conducted in accordance with 34 CFR Sections 300.530-300.536. The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility will include at least a licensed specialist in School Psychology, an Educational Diagnostician or a licensed or certified professional for a specific eligibility category defined in Section 89.1040(c) of the Commissioner's Rules.

5) Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status, i.e. the Universal Nonverbal Intelligence Test (UNIT) and Woodcock-Johnson. For Speech - tests of early language development and tests of oral language development will be administered.

6) Through the Special Education personnel and appropriate district-level staff, students' needs will be consistently evaluated, using data to refer students to appropriate services.

7) Students receiving Special Education services in grades 3 through 5 will participate in the Texas Assessment program. The individual student's ARD committee will determine which of the following assessments will be appropriate: | | | | | | | |

Goal: 1	Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]
Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
a) STAAR - will measure the State's curriculum, the TEKS; b) STAAR Modified - will evaluate the progress of students with disabilities receiving instruction in the TEKS, but for whom STAAR is not appropriate; or c) STAAR Alternate - an alternate measurement for students with significant cognitive disabilities who meet participation requirements. 8) The diagnostic staff will ensure that all assessments are linked to instruction within the appropriate timeline. 9) The Individual Education Program (IEP) developed by the ARD committee for each student with a disability shall comply with the requirements of 34 Code of Federal Regulations (CFR), Sections 300.346 and 300.347, and Part 300, Appendix A and the Commissioner's Rules concerning Special Education Services--Chapter 89. Adaptations for Special Populations. The IEP will include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance with TEC Section 39.033 (a)-(c), or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment. If the ARD committee determines that the student will not participate in a particular state - or district-wide assessment of student achievement (or part of an assessment), the IEP must include a statement of why that assessment is not appropriate for the child.						

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Objective(s): Pre-K-5th   Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Modifications for SPED students - As dictated by their ARDs, Special Education students are served in self-contained or departmentalized Resource settings and/or mainstreamed into the general population for instruction. Some students only leave the Special Education Resource class to participate in Science, Social Studies, Fine Arts and Physical Education, while others only may be ARDed into a Special Education class for English Language Arts and/or Math. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Special Education Aide - Tanya Smith Special Programs - Brettnie Irby	State - State Special Education Block Grant - Special Education Block Grant **$327,877.00**	Informal Assessment :Classroom Assessments - - 12/13: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/14: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.

Goal: 1		Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]				
Objective(s): Pre-K-5th		Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.				
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Related Services - Sterling City Elementary ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes. 1) The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. 2) Services support IEP goals and are based on assessment and educational needs. 3) Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, Counseling and Audiotorially Impaired Services. These services are provided by Small Schools Cooperative, which includes Sterling City ISD as a member.	8/2013 - 5/2014	Special Programs - Brettnie Irby	Federal - Small Schools Special Education Cooperative - Time Contributions of Related Services Personnel		Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Documentation :Student Records - - 05/14: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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Objective(s): Pre-K-5th		Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.					
Implementation: Reform Methodologies, Strategies and Activities	**TimeLine**	**Person(s) Responsible**	**Resources / Allocation**	**Formative Evaluation**	**Expected Outcome**		**Summative Evaluation**
Strategy: English as a Second Language (ESL) Program - Sterling City Elementary School offers an English as a Second Language program whose goal is to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty	See Activities Below	Narrowing the achievement gap between LEP students and non-LEP students.		See Activities Below

Goal: 1	**Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]**	
Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.	

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: LEP Assessment - 1. Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. 2. The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades PK through 5. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments based on classroom observations. TELPAS is also administered to monitor the extent to which English Language Learners (ELLs) are acquiring the social skills and academic English language proficiency necessary to support their academic success. There are four proficiency levels in each domain: B = Beginning I = Intermediate A = Advanced H = Advanced High 3. The Language Proficiency Assessment Committee (LPAC)—comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator —prescribes the academic achievement test that will be administered to each LEP student, based on the student's TELPAS Proficiency Level(s): * STAAR	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Special Programs - Brettnie Irby	Local - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/13: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.	Narrowing the achievement gap between LEP students and non-LEP students.	Informal Assessment :Classroom Assessments - - 05/14: 90% of students passing formal and informal assessment instruments. Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 1	Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]
Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
* STAAR L (Linguistically Accommodated Testing) * STAAR Modified or STAAR Alternate. Activity: Modifications for LEP Students - The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. Based on LPAC prescription, Sterling City Elementary LEP students participate in Content-based ESL program with the purpose of developing competence in English. Students will be served by a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English as a second language instruction with subject matter instruction which focuses not only on learning a second language, but uses that language as a medium to learn mathematics, science, social studies, or other academic subjects. Technology is used to accelerate the development of all four language skills. The Special Programs Coordinator and classroom Teachers collaborate regarding appropriate instruction for the LEP students, including modification methods and strategies for instruction of the core curriculum. The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Special Programs - Brettnie Irby	State - Bilingual Education Allotment - Time Contributions of Staff and Faculty **$15,194.00**	Informal Assessment :Classroom Assessments - - 12/13: 80% of students will pass campus benchmark tests.	Students exiting LEP designation by LPAC. Narrowing the achievement gap between LEP students and non-LEP students.	Documentation :Student Records - - 05/14: 90% of all students in grades PK - 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

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Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.					
Implementation: Reform Methodologies, Strategies and Activities	**TimeLine**	**Person(s) Responsible**	**Resources / Allocation**	**Formative Evaluation**	**Expected Outcome**	**Summative Evaluation**
Activity: Exit From Bilingual Education Programs - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but LEP students cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 - 5 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program. The following exit criteria must be met in order to change an identified LEP student to a non-LEP status. The student's oral and written language proficiency development must be taken into account by the LPAC when making determinations regarding student LEP status in conjunction with the following criteria: * The student meets State performance standards on the reading and writing portions (when available) of the English Language criterion referenced test (STAAR). A student must receive a Rating of Advanced High on TELPAS Writing when STAAR Writing is not available. The following criteria will be used at the end of the school year to determine whether a student is academically successful: * The student meets state performance standards in English of the criterion-referenced	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Special Programs - Brettnie Irby	Local - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - - 12/13: 80% of students will pass campus benchmark tests.	Narrowing the achievement gap between LEP students and non-LEP students.	Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 1		Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]					
Objective(s):	Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * The student has passing grades in all core academic subjects and courses taken. The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC. Strategy: Gifted and Talented Program (G/T) - Sterling City ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Counselor - Ashley Glass	Local - Time Contributions of Staff and Faculty State - State Gifted & Talented Block Grant - Gifted and Talented Block Grant **$12,235.00**	See Activities Below	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activities Below

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Objective(s): Pre-K-5th   Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Assessments for G/T Students - Students in grades K - 5 are identified for eligibility and nominated for the Gifted and Talented program throughout the school year. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1). Assessment instruments include: 1) Teacher Recommendation 2) Parent Nomination 3) Nagliere – Nonverbal Ability Test to assess general reasoning ability in children and adolescents 4) SAGES – 2 – Screening Assessment for Gifted Elementary School Students Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Counselor - Ashley Glass	Local - Assessment Instruments and Testing Materials		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documentation :Student Records - - 05/14: 100% of students nominated for gifted and talented have been screened and if identified, receive services commensurate with their abilities.
Activity: Modifications for G/T Students - The Gifted and Talented (G/T) Program at Sterling City Elementary offers differentiated instruction to identified G/T students in Language Arts, Math, Science and Social Studies. Students in grades K - 5 participate in project based learning in the classroom.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - - 12/13: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.	Gifted/Talented students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of the G/T students will pass each STAAR assessment instrument taken.

Goal: 1						
Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]						
Objective(s): Pre-K-5th		Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.				

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Dyslexia Program - Sterling City ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Special Programs - Brettnie Irby	Local - Time Contributions of Staff and Faculty	See Activities Below	Students participating in supplemental monitoring, assistance and instruction will be performing equally with their non-Dyslexic peers.	See Activities Below

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Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Dyslexia Assessment - The counselor coordinates the identification of dyslexic students with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. These include: * GORT (Gray Oral Reading Test) - measures growth in oral reading. * CTOPP (Comprehensive Test of Phonological Processing) - assesses phonological awareness, phonological memory, and rapid naming. * WRMT (Woodcock Reading Mastery Test) The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.	8/2013 - 5/2014	Special Programs - Brettnie Irby	Local - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/13: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.	Criterion-Referenced Test :STAAR Reading Test - - 05/14: 100% of students in grades 3 – 5 will pass the STAAR Reading tests.

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Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Modifications for Dyslexia - At Sterling City Elementary, students who are identified as dyslexic are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed. The program that is used is the Dyslexia Intervention Program (DIPS). DIPS is based on the structured, sequential alphabetic phonics teaching strategy and includes all the components of the alphabetic principle: reading, writing, spelling and study skills.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Special Programs - Brettnie Irby	Local - Time Contributions of Dyslexia Teacher	Informal Assessment :Classroom Assessments - - 12/13: 80% of students will demonstrate improved reading and comprehension skills.	Students participating in supplemental monitoring, assistance and instruction will be performing equally with their non-Dyslexic peers.	Criterion-Referenced Test :STAAR Reading Test - - 05/14: 100% of all students will pass the STAAR Reading tests.
Strategy: 504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need.	8/2013 - 5/2014	Special Programs - Brettnie Irby	Local - Time Contributions of Staff and Faculty		504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.	Documentation :Counselor Records - 05/14: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.					

Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*
Activity: Assessments for 504 Students - Students classified as 504 are referred for assessment if demonstrating chronic difficulties unresponsive to intervention strategies. Assessments are administered to determine need for ARD or 504 determinations. (TI, A TA #3 (b)) For students not ARDed into Special Education, teachers are given prescribed modifications in an Individual Education Program (IEP) for 504 students. The "504" students' progress is monitored by the Counselor to ensure that their individual needs have been diagnosed accurately and services are appropriate.	8/2013 - 5/2014	Special Programs - Brettnie Irby	Local - Assessment Instruments	Documentation :Counselor Records - - 12/13: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.	504 students receiving an equitable education compared to their non-504 peers.	Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

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Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Modifications for 504 Students - The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data. Testing Accommodations may include: - Individual or small group administration - Projection devices - Manipulating tests materials - Oral/signed administration - Extra time - Large print - Transcription - Use of a calculator - Overlays. Environmental accommodations may also be made for students. These may include: - Change student seating as needed for the situation - Adapt environment to avoid distractions - Provide notebooks for organization - Lighting accommodations - Non-verbal behavior cues (cue cards). STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge (TEKS).	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Special Programs - Brettnie Irby	Local - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - - 12/13: 80% of students will pass campus TEKS-based benchmark tests.	504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.	Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 1	Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]					
Objective(s): Pre-K-5th	Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Enriched Curriculum - AEIS results, in tandem with results of a comprehensive needs assessment, indicate the need to expand the use of Technology in student learning including professional development and an increase in hardware and software. Classroom teachers provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few. Activities include: 1) Using instructional software programs, such as CEI to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Using computer software and Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. 3) Internet access provides students access to an unlimited number of websites for research projects - material unavailable through traditional library access. 4) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Technology Director - Dow Ferguson	Local - Supplemental Technology and Site Licenses	Informal Assessment :Technology Assessment - 12/13: Appropriate hardware and software will be available in classrooms, labs and the libraries so that teachers may begin training on integrating technology into instruction.	The educational system of Sterling City Elementary will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Criterion-Referenced Test :STAAR Tests - 05/14: 100% of students will pass the appropriate grade-level and subject-area STAAR tests.

Goal: 1						
Sterling City Elementary will provide basic and enriched instruction in academic and career and technology education areas so that all students and student sub-groups will pass all sections of the STAAR test by 2013. (TI, A TA #2, #3, #4)[TEC §4.001 (b)(2)(4)(10)]						
Objective(s): Pre-K-5th		Sterling City Elementary students and student groups tested will meet or exceed performance standards on statewide or alternative state assessments in Reading, Math, Writing, Social Studies and Science by May 2014.				

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Technology Acceptable Use Policy - Every Sterling City Elementary faculty member, student and parent having access to Sterling City Elementary computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students` AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form. Sterling City Elementary is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Sterling City Elementary has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Sterling City ISD School Board Policy CQ (Local).	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Technology Director - Dow Ferguson	Local - Acceptable Use Policy	Documentation :Student Records - - 08/13: 100% of the faculty, students and parents at Sterling City Elementary that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP. Students' AUP will be signed by the student and a parent or legal guardian, as well as a Parent Permission Form.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documentation :Campus Discipline Records - - 05/14: No incidents of students, faculty or parents breaking the Acceptable Use Policy.
Strategy: Library Services - A Library-Media Services program is available for the elementary campus. Available resources include: * Full-scale Library facilities available to all students, * Computers with internet access, * Accelerated Reader Program and * Tech Support.	8/2013 - 5/2014	Library Aide - Sally Ortiz	Local - Time Contributions of Librarian	Documentation :School Records - 12/13: All Sterling City Elementary students have access to the Sterling City library on a regularly scheduled basis. Librarian and teacher records indicate that at least 90% of the students have participated in library activities.	The Sterling City Elementary Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documentation :Student Records - 05/14: Librarian and Teacher records indicate that 100% of the students have participated in Library activities.

Goal: 2   Sterling City Elementary will provide a supportive environment in which at least 99% of all students will graduate from high school. (TI, A TA #1)[TEC §4.001 (b)(3)]

Objective(s): Pre-K-5th   Less than 1% of all students will drop out of school during the 2013-2014 school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings. An incentive based program is in place based on six weeks attendance records. Sterling City Elementary will contact parents after a student has had three consecutive absences. The Principal at Sterling City Elementary will ensure that the campus attendance procedures are up to date at the beginning of the school year.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty	Documentation :Parent Contact Logs - 08/13: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings. Documentation :Parent Contact Logs - 12/13: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.	Through the use of positive reinforcements, Sterling City Elementary faculty will encourage academic growth and increased student attendance.	Documentation :Attendance Records - 05/14: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.
Strategy: Dropout Prevention Program - Dropout prevention and intervention efforts begin in Kindergarten in Sterling City Elementary. Through enhanced dropout prevention efforts, 100% of Sterling City Elementary students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials, Computer Lab, and Summer programs to assist them in their academic success.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - 01/14: Attendance rate at 95%, or above. 80% of students will pass campus benchmark tests in all subjects.	Increased student achievement.	Documentation :Attendance Records - 05/14: 10% increase in attendance. Criterion-Referenced Test :STAAR Tests - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2   Sterling City Elementary will provide a supportive environment in which at least 99% of all students will graduate from high school. (TI, A TA #1)[TEC §4.001 (b)(3)]

Objective(s): Pre-K-5th   Less than 1% of all students will drop out of school during the 2013-2014 school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Ancillary Services - Sterling City ISD provides Ancillary Services or "related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school".	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Ancillary Staff	Documentation :Counselor Records - 12/13: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field."	Informal Assessment :Classroom Assessments - 05/14: 90% of all students will pass EOY benchmark tests. Criterion-Referenced Test :STAAR Tests - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.
Activity: Counseling Services - The School Counselor will provide: * 1:1 and small group counseling sessions, * Focused informal groups - behavior, attendance, * Assistance with testing coordination, * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues, * STAAR presentations, * Responsive services, * Parent Training, and * Individual student planning. The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to: * Diagnostic/Prescriptive Services, * Coordination of Services - Academic and Related Services, * Child Find Activities, * ARDs, * Parent Training, * Student Planning and Transition Services,	8/2013 - 5/2014	Counselor - Ashley Glass	Local - Time Contributions of Counselor	Documentation :Counselor Records - - 12/13: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and have appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Informal Assessment :Classroom Assessments - - 05/14: 90% of all students will pass EOY benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2	Sterling City Elementary will provide a supportive environment in which at least 99% of all students will graduate from high school. (TI, A TA #1)[TEC §4.001 (b)(3)]					
Objective(s): Pre-K-5th	Less than 1% of all students will drop out of school during the 2013-2014 school year.					
Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*
Activity: Homeless Services - The Sterling City ISD Homeless Liaison will work with the district administrators, counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Sterling City ISD will be in compliance with federal Homeless regulations.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Counselor - Ashley Glass	Federal - Title I, Part A - Title I, Part A Homeless Resources	Documentation :Meeting Sign-in Rosters - - 12/13: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	No student will suffer an interruption in their education because of homelessness.	Informal Assessment :Classroom Assessments - - 05/14: 90% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.

Goal: 3	**Sterling City ISD will provide a safe, disciplined, consistent environment, which is conducive to learning; incorporating support, cooperation, awareness and self-esteem. [TEC §4.001 (b)(8)]**					
Objective(s):	Pre-K-5th	Sterling City Elementary will improve the disciplinary climate and safety in the school community during the 2013-2014 school year.				
	Pre-K-5th	Sterling City Elementary will implement the SCISD Emergency Operations Plan (EOP) during the 2013-2014 school year.				

Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*
Strategy: Drug Use, Violence Prevention and/or Intervention Programs and Activities [TI, A TA #8] - The staff of Sterling City Elementary recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities. An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and Principal, using the data to plan specific programs and activities. Professional Development for Staff - Crisis Prevention/Intervention which provides training on how to safely manage disruptive and assaultive behavior.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Counselor - Ashley Glass	Local - Time Contributions of Staff and Faculty	Documentation :Meeting Sign-in Rosters - 8/13: Appropriate campus Stakeholders will have held meetings to plan the programs and services for current year.	Reduction in PEIMS 425 Incidents.	Documentation :School Records - 05/14: 90% of the Goals set will have been met.

Goal: 3	Sterling City ISD will provide a safe, disciplined, consistent environment, which is conducive to learning; incorporating support, cooperation, awareness and self-esteem. [TEC §4.001 (b)(8)]					
Objective(s): Pre-K-5th	Sterling City Elementary will improve the disciplinary climate and safety in the school community during the 2013-2014 school year.					
Pre-K-5th	Sterling City Elementary will implement the SCISD Emergency Operations Plan (EOP) during the 2013-2014 school year.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Safe School Initiatives - In an effort to promote "Safe Schools", Sterling City Elementary will promote special initiatives and activities that support the Safe School environment. Activities include: * Campus Dress Code * Campus Discipline Code * "Bullies on the Playground" Program * Medical Services * CPI (Crisis Prevention and Intervention Program) * Regularly scheduled fire drills * Visitor check-in/badges * Fire Prevention Week * Student Assemblies to enhance Drug/Alcohol Awareness	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty		Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documentation :Campus Discipline Records - 05/14: Improved discipline in the classroom and reduced number of referrals per year.
Strategy: Disciplinary Alternative Education Program (DAEP) - Sterling City ISD's Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same. Sterling City Elementary students who have violated the district code of conduct will be placed in the DAEP. A regular education program with highly qualified teachers in each core subject areas for grades K through 5 and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is offered through a shared service arrangement with Fairview ISD.	8/2013 - 5/2014	Superintendent - Bob Rauch Elementary Principal - Michele Guetersloh	Local - Code of Conduct Policy State - State Compensatory Education (SCE) - DAEP Co-op **$15,285.00**	Informal Assessment :Classroom Assessments - 12/13: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement.	A safe climate for student learning, having a positive impact on student achievement.	Informal Assessment :Classroom Assessments - 05/14: Final report card grades and STAAR assessments will indicate program`s success.

Goal: 3	**Sterling City ISD will provide a safe, disciplined, consistent environment, which is conducive to learning; incorporating support, cooperation, awareness and self-esteem. [TEC §4.001 (b)(8)]**

Objective(s): Pre-K-5th   Sterling City Elementary will improve the disciplinary climate and safety in the school community during the 2013-2014 school year.

Pre-K-5th   Sterling City Elementary will implement the SCISD Emergency Operations Plan (EOP) during the 2013-2014 school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Emergency and Security Operations - Sterling City ISD will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills and periodic security audits of each of the campuses, with coordination with local emergency management agencies, law enforcement and fire departments. Sterling City ISD will make any necessary changes to improve safety and security for their students.	8/2013 - 5/2014	Superintendent - Bob Rauch Elementary Principal - Michele Guetersloh	Local - Security Audit Documents		A safe climate for student learning, having a positive impact on student achievement.	Documentation :School Records - 05/14: An Emergency and security operations plan has been implemented.

Goal: 4   **Sterling City ISD will communicate with and actively solicit input from staff, students, parents and the community. (TI, A TA #7) [TEC §4.001 (b)(1)]**

Objective(s):   Pre-K-5th   Sterling City Elementary will provide opportunities for collaboration among parents, staff, students and the community.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Parent/Community Involvement - The Sterling City Elementary principal along with the Site-Based Decision Making Committee (SBDMC) will meet periodically to discuss parental involvement issues, programs, strategies and activities. There will be clear and timely notification of all Sterling City Elementary stakeholders (staff, students, parents, community members and business representatives) of formal and informal Texas Education Agency (TEA) reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the Sterling City ISD website, local newspaper, phone calls, personal contacts and folders/letters from the district and campus in English and Spanish.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty	Documentation :Parent Contact Logs - Monthly: Increase in parents attending Sterling City Elementary activities as communication increases between teachers and parents.	Increase in students` achievement, with increased parent and community involvement.	Documentation :Parent Contact Logs - 05/14: 90% of the parents will have attended Sterling City Elementary Parental Involvement activities, including parent/teacher conferences.
Activity: SBDMC - The SBDMC, that includes parents, community and business representatives, will review the Campus Improvement Plan yearly. Based on continuously updated student achievement data and support data, revisions will be made to the Plan as needed and recommended by the committee.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time of Committee Members		Increase in students` achievement, with increased parent and community involvement.	Documentation :Meeting Sign-in Rosters - - 05/14: Meeting agendas and sign-in sheets show parent and community involvement in the SBDMC.
Activity: TX Connect - TX Connect is a program that allows parents to have an ongoing look their child's progress in regards to both grades and attendance. Parents will be able to monitor grades, pending assignments and attendance on a daily basis. Grades are updated each week and will include assignments as they are completed.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty	Documentation :Parent Contact Logs - - Monthly: An increase in parents using TX Connect to monitor students' progress.	Increase in students` achievement, with increased parent involvement	Documentation :Parent Contact Logs - - 05/14: 90% of the parents will have created a TX Connect account and logged into their child's account.

Goal: 4   Sterling City ISD will communicate with and actively solicit input from staff, students, parents and the community. (TI, A TA #7) [TEC §4.001 (b)(1)]

Objective(s):   Pre-K-5th   Sterling City Elementary will provide opportunities for collaboration among parents, staff, students and the community.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation

Activity:
 	
Parent Involvement Opportunities - Sterling City Elementary provides numerous opportunities for parental involvement, as it strives to develop and maintain an optimum learning environment for all students:
 	
  * Spanish translators will be provided for parents when needed
  * Information will be provided in Spanish when needed
  * Parents may contribute by volunteering
  *Parents may contribute by creating a supportive home environment
  *Parents are invited to participate in parent-teacher conferences
  * Parents are invited to help plan and conduct parties
  * Parents may participate by attending school meetings and student programs
  * Parents are surveyed to get input about the Title I program
  * Parents are invited to eat lunch with their children
	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Parents and Staff		Parents as full partners in the education of Sterling City Elementary students.	Documentation :Parent Contact Logs - - 05/14: Increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

Goal: 4   Sterling City ISD will communicate with and actively solicit input from staff, students, parents and the community. (TI, A TA #7) [TEC §4.001 (b)(1)]

Objective(s): Pre-K-5th   Sterling City Elementary will provide opportunities for collaboration among parents, staff, students and the community.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Parent Compact - In accordance with Title I regulations, school and parent representatives have developed and will annually update a Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success. This compact explains how student, parent/caregivers and staff will share responsibility for promoting achievement. The compacts are designed so that both the student and his/her parents sign this compact. Student and parents are encouraged to discuss the contents of the compact; they are also encouraged to sign that they are in agreement when meeting with teachers at parent-teacher conferences.	August 2013	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Parents and Staff		A Parental Involvement Policy and Compact that provides guidance for parents in becoming equal partners in their students` education.	Documentation :Parent Contact Logs - - 08/13: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.
Strategy: Evaluation of Parental Involvement Program - Parent and Community Involvement at Sterling City Elementary is monitored and evaluated by the Administrative team. Surveys, including questions about the effectiveness of the program, will be distributed and the results tabulated. Teacher surveys and teacher contact records will be used to determine the number and kinds of interaction between school and parents. The District Site-based Committee will revise the District Parent Involvement Policy based on the results of this annual review. Campus Site-based committees will meet throughout the school year to evaluate and update the progress of their Title I programs.	Annually	Elementary Principal - Michele Guetersloh	Local - Parent Surveys	Documentation :Parent Contact Logs - 12/13: An increase in community and parent involvement activities as compared to the previous year.	Parents as full partners in the Educational System of Sterling City Elementary.	Documentation :Parent Contact Logs - 05/14: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Goal: 5	Sterling City ISD will strive to provide highly qualified teachers by 2013-2014. (TI, A TA #5, #6)[TEC §4.001 (b)(6)(9)]					
Objective(s): Pre-K-5th	By May 2014, highly qualified teachers will teach 100% of all classes, 100% of paraprofessionals assisting with student instruction will be qualified and 100% of teachers will receive high quality professional development.					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development Program [TI, A TA #6] - Through the SBDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * are tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, limited English proficient (LEP) students, students with disabilities, Gifted and Talented (G/T), etc. and * will enable participating children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. (TI, A TA #1) Opportunities will be provided to attend CSCOPE Training at the Region XV service center; Training on the Study Island program; and updates for programs for special population students.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Federal - Title II, Part A TPTR - Professional Development Travel and Registration **$2,500.00** Federal - Title II, Part A TPTR - Contracted Professional Development **$5,406.00**	Documentation :Professional Development Documents - 08/13: The SBDMC will have designed a PD program that meets the needs of the Sterling City Elementary faculty and is coordinated with the Sterling City ISD PD program.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documentation :Professional Development Documents - 04/14: The Principal and SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

Goal: 5	**Sterling City ISD will strive to provide highly qualified teachers by 2013-2014. (TI, A TA #5, #6)[TEC §4.001 (b)(6)(9)]**					
Objective(s): Pre-K-5th	By May 2014, highly qualified teachers will teach 100% of all classes, 100% of paraprofessionals assisting with student instruction will be qualified and 100% of teachers will receive high quality professional development.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Sufficient Intensity and Duration - Professional Development activities will be of sufficient intensity and duration to ensure that teachers and support staff develop the prerequisite skills required of their position. Participants will attend follow-up activities and will be evaluated on their gained expertise.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Federal - Title II, Part A TPTR - ESC Contracted Professional Development **$1,976.94** Federal - Title II, Part A TPTR - Professional Development Resources **$500.00**	Documentation :Professional Development Documents - - 12/13: Professional Development (PD) Participation Documents cross-referenced to faculty and staff PD Plans, indicate that 100% of the faculty and staff have completed scheduled Summer and Fall 2013 activities.	A professional development program that ensures the development of successful teachers and support staff and by extension ensures academic success for all students.	Documentation :Professional Development Documents - - 05/14: Documents indicate that 100% of faculty has been observed utilizing new models, strategies and activities successfully in their classes.
Strategy: Professional Development Evaluation - The Sterling City ISD and Sterling City Elementary Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - 12/13: 80% of students will pass campus TEKS-based benchmark tests.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Informal Assessment :Classroom Assessments - 05/14: 90% of students will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - 05/14: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

| *Goal: 5* | Sterling City ISD will strive to provide highly qualified teachers by 2013-2014. (TI, A TA #5, #6)[TEC §4.001 (b)(6)(9)] | | | | | |

Objective(s): Pre-K-5th By May 2014, highly qualified teachers will teach 100% of all classes, 100% of paraprofessionals assisting with student instruction will be qualified and 100% of teachers will receive high quality professional development.

Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*
Strategy: Recruitment and Retention Initiatives [TI, A TA #6] - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job posting. All applicants are screened prior to the interview process. Recruiting activities will ensure that Sterling City Elementary has 100% highly qualified faculty in each teaching position, as defined by NCLB. All teachers who are new to the district, campus or assignment will be provided with a mentor. Sterling City Elementary ensures professional development opportunities are available for staff to be able to maintain and enhance their highly qualified status.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh	Local - Recruiting and Retention Resources		100% Highly Qualified and Certified Faculty.	Documentation :Human Resources Records - 05/14: 100% Highly Qualified and Certified Faculty.

Goal: 6		Sterling City ISD will insure budgetary responsibility by wisely allocating all district funds.					
Objective(s):	Pre-K-5th	The District will establish fiscal policies that are tied to goals, which will result in effective allocations of resources during the 2013-2014 school year.					
	Pre-K-5th	The District will upgrade existing assets such as equipment and resources, as well as project future needs using a priority-based planning program during the 2013-2014 school year.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Fiscal Policy - Funding requests will be developed and based on the goals and priorities of each fiscal entity within the school district. Staff will be provided training on the appropriate uses of federal and state programs. Periodic audits will be conducted of the management and fiscal practices of the various departments.	8/2013 - 5/2014	Superintendent - Bob Rauch Elementary Principal - Michele Guetersloh	Local - Audit Services		Effective and responsible resource allocation.	Documentation :School Records - 05/14: Resource Allocations will be based on fiscal policies, which are related to goals.
Strategy: Asset Review - The annual comprehensive needs assessment will review existing resources and equipment, including technology, and determine areas of needs and prioritize those needs during the planning program. Technology will be upgraded according to the District Technology Plan.	8/2013 - 5/2014	Superintendent - Bob Rauch Elementary Principal - Michele Guetersloh Technology Director - Dow Ferguson	Local - Time Contributions of Staff and Faculty		District Assets will be used to meet prioritized needs.	Documentation :CNA Documentation - 05/14: Facility and Asset review will have been completed.

Goal: 7	**Sterling City will implement a coordinated district health and wellness program for students. (TI, A TA #8)**

Objective(s):	Pre-K-5th	The District will organize the SCISD School Heath Advisory Council (SHAC).
	Pre-K-5th	Sterling City Elementary will administer the SCISD Wellness Policy.

Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*

Goal: 7		Sterling City will implement a coordinated district health and wellness program for students. (TI, A TA #8)				
Objective(s):	Pre-K-5th	The District will organize the SCISD School Heath Advisory Council (SHAC).				
	Pre-K-5th	Sterling City Elementary will administer the SCISD Wellness Policy.				

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Food Service Director - Cheri Stucker Physical Education Teacher - Sarah Snider Physical Education Teacher - Terry White	Local - Time Contributions of Staff and Faculty	Informal Assessment :Health and Fitness Assessments - 12/13: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments. Documentation :Campus Discipline Records - 12/13: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.	An increase in classroom attendance, graduation rates and student achievement. A decrease in dropout rates, suspension rates and discipline referrals.	Informal Assessment :Health and Fitness Assessments - 05/14: 90% of all students will meet minimum expectations on health-related and fitness assessments. Documentation :Campus Discipline Records - 05/14: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

Goal: 7	Sterling City will implement a coordinated district health and wellness program for students. (TI, A TA #8)						

Objective(s):	Pre-K-5th	The District will organize the SCISD School Heath Advisory Council (SHAC).
	Pre-K-5th	Sterling City Elementary will administer the SCISD Wellness Policy.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health. Activity: School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of > 50% parents, monitors existing school heath initiatives and recommends new programs to promote student health. Members meet throughout the year to discuss prevention and intervention strategies concerning health and wellness and develop a recommended SHAC Action Plan for the 2013-2014 school year. The plan will be approved by the school board and implemented on the campus by the principal and staff.	8/2013 - 5/2014	Superintendent - Bob Rauch Elementary Principal - Michele Guetersloh Counselor - Ashley Glass	Local - Time Contributions of Committee Members		Improved student health and wellness.	Documentation :School Board Policies - - 05/14: Local Board Policies reflect all new mandated medical and health-related policies, as well as Sterling City ISD's specific policies. Parents and guardians of all new students have been informed of Sterling City ISD's medical and health-related policies.
Strategy: Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Sterling City Elementary offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health. Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Elementary Secretary - Camie Wilborn Counselor - Ashley Glass Region XV Personnel -	Local - Time Contributions of Staff and Faculty	Documentation :Student Records - 12/13: 100% of students will have access to health-related services and health-related information. All students requiring additional medical assistance will have been referred to qualified professionals as required.	Students' academic achievement, behavior and attitude will improve as a result of improved overall health.	Informal Assessment :Classroom Assessments - 05/14: Improved student achievement compared to the previous year, as demonstrated by passing report card grades in all core subject area and elective courses, due to preventative and instructional health care practices.

Goal: 7		Sterling City will implement a coordinated district health and wellness program for students. (TI, A TA #8)					
Objective(s):	Pre-K-5th	The District will organize the SCISD School Heath Advisory Council (SHAC).					
	Pre-K-5th	Sterling City Elementary will administer the SCISD Wellness Policy.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Safety and Injury Prevention - The health and safety of Sterling City Elementary students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus, including professional development, drug and violence prevention, child abuse prevention, and the student code of conduct.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Counselor - Ashley Glass	Local - Time Contributions of Staff and Faculty		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Campus Discipline Records - - 05/14: Decrease in discipline referrals and health-related risk behaviors in comparison to the previous year.
Strategy: Physical Education - Sterling City Elementary provides a physical education curriculum for students in grades PK – 5 that addresses the TEKS for Physical Education through various fitness areas, such as basic movement skills, physical fitness, rhythms and dance, games, sports (teams, dual and individual), and tumbling/gymnastics. The curriculum is designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life. Students at the elementary level are required to participate in no less than 30 minutes per day of physical activity. Teachers continually monitor students' attendance and participation and ensure that lesson plans reflect the vigorous physical activities required for all students.	8/2013 - 5/2014	Physical Education Teacher - Sarah Snider Physical Education Teacher - Terry White	Local - Time Contributions of Staff and Faculty	Informal Assessment :Health and Fitness Assessments - 12/13: 80% of students will be meeting minimum expectation on fitness-related benchmark assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Informal Assessment :Health and Fitness Assessments - 05/14: 90% of students will meet minimum expectations on fitness assessments.

Goal: 7   **Sterling City will implement a coordinated district health and wellness program for students. (TI, A TA #8)**

Objective(s):   Pre-K-5th   The District will organize the SCISD School Heath Advisory Council (SHAC).

Pre-K-5th   Sterling City Elementary will administer the SCISD Wellness Policy.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Fitnessgram Assessment - As mandated by the Physical Fitness Assessment Initiative (PFAI), students' levels of physical fitness are annually assessed to determine if any correlation exists between academic achievement, attendance, obesity, disciplinary problems and school meal programs. The Fitnessgram assessment includes various measures of aerobic capacity, muscular strength, muscular endurance, flexibility and body composition. Scores are compared to criterion-referenced Healthy Fitness Zone standards, which are based on the level of fitness needed to maintain or acquire good health. Instructional modifications can be made to accommodate Special Population students or address areas of weakness as necessary based on the results.	8/2013 - 5/2014	Physical Education Teacher - Sarah Snider Physical Education Teacher - Terry White	Local - Time Contributions of PE Staff	Informal Assessment :Health and Fitness Assessments - - 12/13: 80% of students will meet minimum expectations on fitness-related benchmark assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Informal Assessment :Health and Fitness Assessments - - 05/14: 90% of students will meet minimum expectations on the Fitnessgram assessment.

Goal: 7		Sterling City will implement a coordinated district health and wellness program for students. (TI, A TA #8)					
Objective(s):	Pre-K-5th	The District will organize the SCISD School Heath Advisory Council (SHAC).					
	Pre-K-5th	Sterling City Elementary will administer the SCISD Wellness Policy.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Health Education - Sterling City Elementary offers a health education curriculum that addresses the physical, mental, emotional and social aspects of health to motivate students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. Qualified teachers will provide health education that addresses topics such as personal health, family health, community health, consumer health, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse. Sterling City Elementary ensures that: * Health curriculum is integrated into Physical Education, Science, Social Studies, Music, Art, Language Arts and Reading; * Health curriculum builds sequentially throughout grades; * Health education develops communication skills, good decision making skills, and coping mechanisms to be used as life long skills; * Health TEKS are documented in Scope and Sequence; and * Appropriate staff receives health education professional development.	8/2013 - 5/2014	Elementary Principal - Michele Guetersloh Physical Education Teacher - Sarah Snider Physical Education Teacher - Terry White	Local - Time Contributions of Staff and Faculty	Informal Assessment :Health and Fitness Assessments - 12/13: 80% of students will meet minimum expectations on health-related benchmark assessments.	An increase in classroom attendance, graduation rates and student achievement.	Informal Assessment :Health and Fitness Assessments - 05/14: 90% of students will meet minimum expectations on health-related assessments.

Goal: 8	**Sterling City Elementary will implement a campus program addressing sexual abuse of children.**						
Objective(s): Pre-K-5th	Sterling City Elementary will develop a plan to increase awareness of sexual abuse of children. [TEC §38.0041]						
Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*	

Goal: 8   **Sterling City Elementary will implement a campus program addressing sexual abuse of children.**

Objective(s):   Pre-K-5th   Sterling City Elementary will develop a plan to increase awareness of sexual abuse of children. [TEC §38.0041]

| Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Sexual Abuse Policy - The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.sterlingcityisd.net. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school. A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by	8/2013 - 5/2014	Superintendent - Bob Rauch Elementary Principal - Michele Guetersloh Counselor - Ashley Glass	Local - Sexual Abuse Policy		Staff, parents and students have an increase awareness of issues regarding the sexual abuse and other maltreatment of children.	Documentation :School Records - 08/13: Sexual Abuse policy has been distributed to staff, parents and students.

Goal: 8	**Sterling City Elementary will implement a campus program addressing sexual abuse of children.**					
Objective(s): Pre-K-5th	Sterling City Elementary will develop a plan to increase awareness of sexual abuse of children. [TEC §38.0041]					
Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*
telling you. As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Preventio n_and_Early_Intervention/Programs _Available_In_Your_County/default.a sp. The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/fact sheets/signs.cfm http://sapn.nonprofitoffice.com http://www.taasa.org/member/materi als2.php http://www.oag.state.tx.us/AG_Public ations/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Public ations/txts/childabuse2.shtml Reports of abuse or neglect may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at http://www.txabusehotline.org).						

Funding Values By Program

■ Federal	11.9%	
■ Other	0.0%	
■ State	88.1%	
Total:	100.0%	
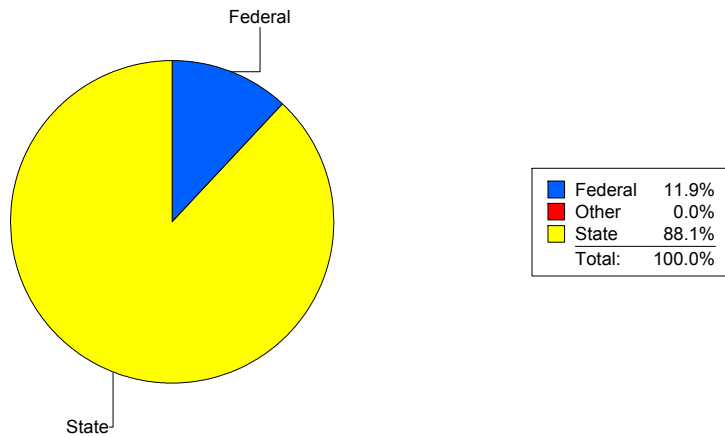
Campus Improvement Plan

Sterling City Elementary 2013-2014

Funding Values By Program

Federal	**FTE**	**DollarValue**
Small Schools Special		
Education Cooperative		
Time Contributions of Related Services Personnel	0.00	$0.00
Title I, Part A		
Time Contributions of CEI Aide	0.54	$11071.57
CEI Site License	0.00	$9000.00
Time Contributions of Instructional Aide	0.54	$13940.02
Saxon Phonics Site License	0.00	$5609.00
Title I, Part A Homeless Resources	0.00	$0.00
Title II, Part A TPTR		
ESC Contracted Professional Development	0.00	$1976.94
Professional Development Resources	0.00	$500.00
Professional Development Travel and Registration	0.00	$2500.00
Contracted Professional Development	0.00	$5406.00

Funding Values By Program

		$50,003.53

Other	FTE	DollarValue
Local		
Time Contributions of Staff and Faculty	0.00	$0.00
Recruiting and Retention Resources	0.00	$0.00
Audit Services	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Sexual Abuse Policy	0.00	$0.00
Assessment Instruments	0.00	$0.00
Assessment Instruments and Testing Materials	0.00	$0.00
Time Contributions of PK Teacher	0.00	$0.00
Assessment Instruments and Testing Materials	0.00	$0.00
Assessment Instruments and Testing Materials	0.00	$0.00
Time Contributions of Committee Members	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Supplemental Technology and Site Licenses	0.00	$0.00

Funding Values By Program

Other	FTE	DollarValue
Local		
Time Contributions of Librarian	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Ancillary Staff	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Code of Conduct Policy	0.00	$0.00
Security Audit Documents	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Parent Surveys	0.00	$0.00
Time Contributions of Committee Members	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of PE Staff	0.00	$0.00
Time Contributions of PK Teacher	0.00	$0.00
Time of Committee Members	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Time Contributions of Parents and Staff	0.00	$0.00
Time Contributions of Parents and Staff	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Assessment Instruments and Testing Materials	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00
Assessment Instruments and Testing Materials	0.00	$0.00
Time Contributions of Dyslexia Teacher	0.00	$0.00
Assessment Instruments	0.00	$0.00
Time Contributions of Staff and Faculty	0.00	$0.00

Funding Values By Program

Other	**FTE**	**DollarValue**
Local		
Acceptable Use Policy	0.00	$0.00
Time Contributions of Counselor	0.00	$0.00
		$0.00

State	**FTE**	**DollarValue**
Bilingual Education Allotment		
Time Contributions of Staff and Faculty	0.00	$15194.00
State Compensatory Education (SCE)		
DAEP Co-op	0.00	$15285.00
State Gifted & Talented Block Grant		
Gifted and Talented Block Grant	0.00	$12235.00
State Special Education Block Grant		
Special Education Block Grant	0.00	$327877.00
		$370,591.00

Grand Total:		**$420,594.53**