



## **Crutchfield's Campus Improvement Plan**

2017-2018

"A school system characterized by an  
unrelenting passion for excellence"

## Crutchfield Mission Statement

Crutchfield Elementary School is dedicated to providing a caring environment of academic excellence in which each child may build on his or her strengths, develop character, and grow to be a contributing individual in our changing world.

## Crutchfield Vision Statement

Crutchfield's vision is to create a positive and challenging learning environment that models and encourages high expectations for success. All learners are encouraged to be **responsible**, take **ownership** for their choices, be caring **citizens**, demonstrate **knowledge** of expectations, and promote a **safe** learning environment.

A Crutchfield Cougar R.O.C.K.S.!

**Sherman ISD Vision:** Equity and Excellence in Action

**Sherman ISD Mission:** To ensure that each student is equipped to excel in our changing environment, through a school system characterized by an unrelenting passion for excellence.

**Graduate Profile:** To graduate 100% of our students who are equipped: with strong academic skills in the core subject areas, to think critically and problem solve, to interact and communicate effectively with positive and responsible decision making

**Sherman ISD Beliefs:**

- We believe that each student can learn and will learn.
- We believe in clearly defined goals that set high expectations for student learning.
- We believe in the value of parents as children's first and best teachers.
- We believe in the value of each employee and the importance of their personal and professional growth.
- We believe in shared decision making and personal accountability at all levels.
- We believe the community must actively participate in the development of our children.
- We believe that all programs and departments should be effective and efficient operations.
- We believe that all environments should be safe, orderly, and culturally responsive.



### **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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## **Sherman Independent School District Goals and Objectives**

### **A nurturing environment will be established in Sherman ISD.**

*Sherman ISD will hire, train and retain high quality personnel in a supportive working environment.*

*Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.*

### **Research-based instructional practices will be used in all Sherman ISD classrooms to improve student learning and student opportunities.**

*Sherman ISD will provide a high quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.*

### **Technology will be integrated into the instruction of classrooms at all campuses.**

*Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels.*

### **Sherman ISD will provide a proactive approach to build and expand co-curricular and extra-curricular activities for students.**

*Sherman ISD will address the diverse needs of students to maximize their academic achievements.*

### **Sherman ISD will provide students relevant and meaningful exposure to vocational work experiences.**

*Sherman ISD will empower, engage and equip students for success in a diverse and complex world.*

*Sherman ISD will develop a balanced annual budget and maximize resources that are needed to achieve district priorities.*

### **School facilities will be evaluated and a plan for new construction, renovations and updates will be developed.**

Sherman ISD will continue to monitor and plan for district facility needs.

**Parents and community members representative of Sherman ISD demographics will be involved in district and campus initiatives and the educational experience of students.**

Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**  
**SCHOOL YEAR:2017-18**

Data Sources Reviewed:			
<ul style="list-style-type: none"> <li>Accountability, CNA Survey of Teachers, Staff Input, PBIS Behavior Matrix, Peims Data, Unit Assessment Data, STAAR data,</li> </ul>			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<ul style="list-style-type: none"> <li>Diverse population</li> <li>Regional Day School for Deaf</li> <li>Added 2<sup>nd</sup> Grade bilingual class</li> <li>Over 10% of staff is bilingual</li> </ul>	<ul style="list-style-type: none"> <li>Provide Mentors for male students in poverty situations or lacking appropriate social skills and conflict management</li> <li>Continue SIOP/ELL training</li> <li>Ensure all correspondence is translated in appropriate language for needs of all students.</li> <li>Behavior data indicates 75% of</li> </ul>	<ul style="list-style-type: none"> <li>Utilize church volunteers and parent volunteers to implement programs (Watch DOGS) to mentor male students and positively impact student body.</li> <li>Staff Development on Diversity training.</li> <li>Provide targeted SIOP/EL staff development.</li> <li>All printed documentation will be</li> </ul>

		<p>referrals are males, of which 24 referrals are Caucasian males and 19 are Black males.</p>	<p>available to families in home language.</p> <ul style="list-style-type: none"> <li>● School information communicated to parents via Blackboard Messenger in multiple formats. (email, text, phone)</li> <li>● Provide opportunities for two-way communication with parent for feedback, such as nightly homework folders, Parent Communication Log for meetings.</li> <li>● Increase staff development and resources for R-Time. Communicate PBIS expectations for campus through classroom lessons. Provide opportunities for students to solve conflicts in appropriate ways.</li> </ul>
<p><b>Student Achievement</b></p>	<ul style="list-style-type: none"> <li>● First grade Rigby levels EOY at 83% on or above grade level</li> <li>● Reading levels increased from 51% to 83% in second grade</li> <li>● 3<sup>rd</sup> &amp; 4<sup>th</sup> grade unit assessments showed growth</li> <li>● Special Ed groups are beginning to show growth on units assessments</li> </ul>	<ul style="list-style-type: none"> <li>● 70% of 4<sup>th</sup> students will meet expectations on state assessments in reading, writing, and math.</li> </ul>	<ul style="list-style-type: none"> <li>● New implementation for this year is to Provide Academic Focus Days on campus to highlight and emphasize writing to reflect on learning experiences</li> <li>● Weekly Recognition of Writers of the Week for all grades levels on announcements and posting of student work.</li> <li>● Continue use of Write from the Beginning and Writers Workshop</li> <li>● Incorporate TEKS and community members to provide experiences which enhance writing</li> <li>● Utilize I-Station Program for Reading and Math intervention.</li> </ul>

<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>● Student Leaders- Student Council in 3<sup>rd</sup> &amp; 4<sup>th</sup> and after school clubs</li> <li>● Visitors feel welcome</li> <li>● R-Time(Relationship building lessons) implemented weekly</li> <li>● Daily positive interaction between parents and staff during arrival and dismissal</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities for interpretation of standard based report cards and assessment scores</li> <li>● Teacher recognitions</li> <li>● Official R-Time training for new staff</li> <li>● Support a positive campus moral</li> </ul>	<ul style="list-style-type: none"> <li>● Communication for school involvement opportunities.</li> <li>● PBIS will re-evaluate locations and needs for creating safe and positive environment</li> <li>● Provide teacher and student incentives for participation in PBIS program</li> <li>● Provide a dedicated effort to create a positive, supportive environment for teaching and learning.</li> </ul>
<b>Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>● All teachers meet HQ status</li> <li>● Staff recognition</li> <li>● Supportive environment</li> </ul>	<ul style="list-style-type: none"> <li>● Shortage of fully certified bilingual teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize information in TEAMS and Gallup survey to screen and consider highly qualified employees.</li> <li>● Retention of all certified staff</li> <li>● Provide Kagan training</li> <li>● Utilize Instructional Coach to provide needed trainings and resources for staff.</li> </ul>
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>● Full time Instructional Coach</li> <li>● Campus PLCs meet weekly</li> <li>● District DLTs collaborate for vertical alignment</li> <li>● Summer Staff Development Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional support to learn best practices for planning, such as unpacking the TEKS</li> <li>● Curriculum fidelity and alignment</li> </ul>	<ul style="list-style-type: none"> <li>● Structured PLCs to assure vertical alignment</li> <li>● Support from Instructional Coach for curriculum resources and instructional strategies</li> </ul>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>● Strong partnerships with FUMC and Parkview Church of Christ</li> <li>● Weekly Adult Sign Language Class</li> <li>● Community Support for BoxTops</li> </ul>	<ul style="list-style-type: none"> <li>● Specify areas of need to involve parental support</li> <li>● Increase opportunities for parents to attend activities</li> <li>● Increase community involvement for career opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Continue partnerships with community</li> <li>● Participation in school activities</li> <li>● Reinstate the D.O.G.S program through PTA</li> <li>● Schedule community members to visit monthly during college emphasis days.</li> <li>● Provide all written communication in</li> </ul>



			<p>English and Spanish</p> <ul style="list-style-type: none"> <li>● Schedule Destination Learning Days to incorporate TEKS and community member involvement</li> </ul>
<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>● PLCs</li> <li>● DLTs</li> <li>● Safe and positive environment</li> </ul>	<ul style="list-style-type: none"> <li>● Effective and positive communication during meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration with District Teachers</li> <li>● Lead Teacher Meetings</li> <li>● Site-Based Meetings</li> <li>● Faculty Meetings</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>● Full time Technology Specialist</li> <li>● iPads for 4<sup>th</sup> grade 1:2 ratio device to students</li> <li>● Technology DLT provides iPads for teachers and training</li> <li>● All classrooms have a teacher computer, document camera, projector, 4 pods of student computers and a printer</li> </ul>	<ul style="list-style-type: none"> <li>● Adequate infrastructure to support wi-fi throughout the building</li> <li>● Additional teachers in technology DLT</li> <li>● Increase opportunities to model classroom technology integration with CTS</li> </ul>	<ul style="list-style-type: none"> <li>● Increase technology Integration across the curriculum</li> <li>● Increase number of devices in classroom to support small group instruction.</li> <li>● Due to inadequate wifi connectivity, move 4<sup>th</sup> grade to upper hall closer to the server.</li> </ul>

## **Title I, Part A**

### **Schoolwide Components:**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of 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.

<p><b>Goal(s)</b>  <b>A nurturing environment will be established in Sherman ISD.</b>  <i>Sherman ISD will hire, train and retain high quality personnel in a supportive working environment.</i>  <i>Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.</i></p>							
<p><b>Performance Objective(s): 100% of core content teachers will participate in collaborative planning events.</b>  <b>100% of teachers will report satisfaction on Campus Climate Surveys.</b></p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Collaboration of teachers with support staff during common planning times to enable PLCs and planning times.	Teachers, Instructional Coach, Reading Specialist, Technology Specialist,	TRS, Pacing Calendar, district DLTs, campus PLCs Lead 4Ward resources,	Ongoing 2017-18	Bi-Monthly PLC and Weekly agendas, and sign in sheets			

**Research-based instructional practices will be used in all Sherman ISD classrooms to improve student learning and student opportunities.**

*Sherman ISD will provide a high quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.*

**Performance Objective(s):**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
I-Station Reading and Math will be utilized as district universal screener to monitor and assess student progress.	Classroom teachers, Reading Specialist, Support staff, Instructional Coach, Administration	ISIP data will be monitored and evaluated according to district guidelines and tiered intervention requirements.	ISIP completed first of each month; Benchmarks @ MOY, EOY	Continuous upward trends on data for all students; increased fluency and comprehension	Higher reading levels and understanding of written text; increase in # of Tier 1 students	ISIP and Rigby Reading Levels, increased % of success on unit assessments	1,2,3, 8,9
Consistent implementation of I-Station intervention lessons to support and scaffold Tier I instruction.	Classroom teachers, Reading Specialist, Instructional Coach, Administration  \$ additional Rigby Leveled Reading Kits	I-Station component lessons	ISIP Priority Reports will be obtained every week for Tier 3 students; every 2 weeks for Tier 2; and 4 weeks for Tier 1 to ensure effective implementation	Continuous upward trends on data for Tier 2 and Tier 3 students; increased fluency and comprehension	Higher reading levels and understanding of written text; decrease in # of Tier 2 & 3 students.	ISIP and Rigby Reading Levels, increased % of success on unit assessments	1,2,3, 8,9

Purchase additional Rigby Kits to provide resources for additional classrooms in grades Kg-4th; 3 kits for English and one for Spanish.	Classroom teachers, Reading Specialist, Instructional Coach, Administration  Title I or General 199 = \$2,500 for additional Rigby Leveled Reading Kits	Rigby Kits  Fountas and Pinnell Reading Intervention for Tier 2 and T3  I-Station Reading and Math  General 199 funds	Rigby Reading levels will be obtained every 3 weeks for Tier 3 students; every 6 weeks for Tier 2; and mid semester for Tier 1 to ensure effective implementation .	Students will read fluently with comprehension	Consistent upward trend in reading levels at each grade	Increase in ISIP and Rigby Reading Levels, increased % of success on unit assessments	1,2,3,8,9
Kagan Training	Teachers, Instructional Coach, Administration	District funds	October 2017	Best instructional practices will be modeled and consistently supported by Instructional Coach through team meetings and PLCs.	More effective classroom management	Informal walk-throughs and formal observations	1,2,3, 8,9
Kagan Strategies	Administration, Teachers	Instructional Coach		lesson plans and evidence in small group instruction		Monitored by informal and formal observations and data	1,2,3, 8,9

						collection sheet.	

<b>Goal(s)</b> <b>Sherman ISD will provide a proactive approach to build and expand co-curricular and extra-curricular activities for students.</b> <i>Sherman ISD will address the diverse needs of students to maximize their academic achievements</i>							
<b>Performance Objective(s):</b>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Schoolwide participation in Jump Rope for Heart	Teachers, Students, Parents, Administratio		March	Student enrollment sheets	Funds and participation		2, 6
Increase Participation in Clubs	Teachers, Students, Parents, Administration		On-going for year	Sign UP sheets	Student participation	Fewer discipline referrals based on PBIS data	2,6

March For Fitness	Teachers, Students, Parents, Administration		February	Improved physical condition of students per Fitness Gram	Healthier and happier students	End of Year Fitness Gram	2,6
							2,6

<p><b>Sherman ISD will provide students relevant and meaningful exposure to vocational work experiences.</b>  <i>Sherman ISD will empower, engage and equip students for success in a diverse and complex world.</i>  <i>Sherman ISD will develop a balanced annual budget and maximize resources that are needed to achieve district priorities.</i></p>							
<p><b>Performance Objective(s):</b>  <b>100% of students will participate in activities that connect the real world work experiences with academic skills.</b></p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components



<p>Scheduled Monthly Academic Focus Days which highlight focus TEKS in reading and writing. such as the <b>King Arthur Flour Bake For Good: Kids Program</b> to support expository text</p>	<p>Teachers, Instructional Coach, Administration</p>	<p>Visiting community professionals: Collaboration with local food pantry; cost of program is free</p>	<p>Sept, Oct, Nov, Dec, Jan,</p>	<p>Scheduled calendar of required writings, weekly recognition of Writers of Week, district level assessments;  Communication with parents through use of marquee, notes, calendars, Blackboard Messenger</p>	<p>Increased % of passing scores on Telpas and STAAR  Increased academic vocabulary, and exposure of literary elements, such as expository information, sequencing, writing with voice</p>	<p>Journal entries, weekly recognition of writers of week on announcements, writing samples posted on bulletin board, BOY, MOY, EOY writing samples, TELPAS writing samples</p>	<p>1,2,3, 8,9</p>
<p>Bring in author Nancy Robinson Masters for assembly</p>	<p>Teachers, Instructional Coach, Administration</p>	<p>General 199= \$400 for visiting author</p>	<p>TBD</p>	<p>Author Contract</p>	<p>Student Reports</p>		<p>1,2,3, 8,9</p>

<p><b>Goal(s)</b>  <b>Parents and community members representative of Sherman ISD demographics will be involved in district and campus initiatives and the educational experience of students.</b>  <i>Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students.</i></p>							
<p><b>Performance Objective(s):</b> Parents will report 100% satisfaction on Campus Climate Survey</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components

Reinstating National Watch DOGS Program	Teachers, Students, Parents, Administration	PTA funds for Watch DOGS resources	On going for year	Sign in sheets for Watch DOGS.	Reduced discipline referrals	Fewer discipline referrals based on PBIS data	