

Wakefield Elementary Campus Improvement Plan

2017-2018



The mission of Wakefield Elementary is to prepare all students for their future.

Wakefield Elementary School is a place where all students are encouraged to strive for excellence. Our goal is to ensure that each student is equipped to excel in life through the creation of a challenging learning environment lead by individuals, who possess an unrelenting passion for excellence: opportunities are available for enrichment, intervention and remediation as necessary. Our entire school community shares the belief that all students can and will learn.



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.

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: 2017-2018

| Data Sources Reviewed: <ul style="list-style-type: none"> ● CNA survey for all stakeholders(Teachers, Staff, Parents, and Students) ● CSEAS ● PIEMs Data ● STARR Data and charts ● Benchmark (Unit Assessments, ISIP, Galaxy and AR) ● Eduphoria Reports for Professional Development participation and surveys ● Campus Climate Survey | | | |
|---|--|--|---|
| 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? |
| Demographics | <ul style="list-style-type: none"> ● Diversity in student population ● | <ul style="list-style-type: none"> ● Building social/emotional skills with students as well as parents ● Explicit cultural diversity training | <ol style="list-style-type: none"> 1. Purposefully incorporate multi-cultural literature |
| Student Achievement | <ul style="list-style-type: none"> ● 3rd Grade scores met Standard | <ul style="list-style-type: none"> ● Writing scores only 48% of students met approaches standard ● Safeguard scores for student groups other than white were | <ol style="list-style-type: none"> 1. Raise student performance in Reading Writing and Math at both grade levels. 2. Staff Collaborative planning - curriculum alignment 3. RTI Training |

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| | | below 60% | |
| School Culture and Climate | <p>100% of Teachers:</p> <ul style="list-style-type: none"> ● Agree - feeling of teamwork on campus ● Agree Teamwork is valued ● Agree they make an effort to communicate with supervisor | <ul style="list-style-type: none"> ● Increase follow-up support after staff development/training ● Create more campus-wide activities that promote participation K-4 ● Training for teachers on behavioral management | <ul style="list-style-type: none"> ● Restructure PLCs ● On-going job-embedded professional development ● U.I.L./Club implementation ● Class meetings implementation |
| Staff Quality/ Professional Development | <ul style="list-style-type: none"> ● No Teacher Turnover ● 90% of ELAR Teachers ESL certified ● Full-time IC, ESL Teacher, Reading Specialist, and Dyslexia teacher ● Monthly Staff/Vertical Professional Development | <ul style="list-style-type: none"> ● Increase follow-up support after staff development training ● Continue to build capacity among our staff ● | <ul style="list-style-type: none"> ● Instruction support/instructional models ● Campus Teacher and Learning Rounds |
| Curriculum, Instruction, Assessment | <ul style="list-style-type: none"> ● Opportunities for input ● Common Assessments ● Common curriculum/planning ● PLCs | <ul style="list-style-type: none"> ● Flexible scheduling ● Collaborative planning ● Data-Driven instruction ● 21st century learning design training | <ul style="list-style-type: none"> ● Alignment for K-4 writing ● Alignment for K-4 Reading ● Alignment for K-4 Math |
| Family and Community Involvement | <ul style="list-style-type: none"> ● PTA participation ● Activities available for parents ● Adoption by local church | <ul style="list-style-type: none"> ● Need to host more instructionally focused family/community nights ● Ongoing communication through multiple mediums | <ul style="list-style-type: none"> ● Create survey to check whether or not parents are getting information ● Host multiple community events ● PTA support for community involvement: "Cupcakes with Cops," "Donuts/Drop-off with Dads," "Muffins with Mom." |
| School Context and Organization | <ul style="list-style-type: none"> ● Strong Professional Learning: <ul style="list-style-type: none"> ○ CLTs-Power Teams | <ul style="list-style-type: none"> ● Consistently participate in quarterly think-tanks to revisit | <ul style="list-style-type: none"> ● Grant/Community Support ● Place 4 dates on calendar for think |

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| | <ul style="list-style-type: none"> ○ U.I.L. | <p>strategies focused on Data-Driven Decisions</p> <ul style="list-style-type: none"> ● Participate in quarterly think tanks | <p>tank days</p> |
| Technology | <ul style="list-style-type: none"> ● Full-Time Tech Specialist ● Teachers believe technology improves learning | <ul style="list-style-type: none"> ● Continued technology training ● 2nd computer lab | <ul style="list-style-type: none"> ● Funding for more technology |

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 literary 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.

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

**Performance Objective(s): 100% of teachers will participate in PLC
100 % of teachers will receive a rating of proficient or above on T-TESS**

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|-----------------------------------|-----------|----------------------------|---|----------------------|---|
| Teachers will participate planned PLCs | Instructional Coach, teachers, and Principals | TEKS | Weekly | Sign in sheets and minutes | Monthly schedule | Both | 1,4,5,8,9,10 |
| Participate in regularly scheduled walk-throughs | Principals and IC | Walk Through Data Collection Form | Weekly | Walk-through form | Changes in the classroom collected on walk-through form | Both | 2 |
| Participation in T-TESS | Principals | T-TESS Forms | Weekly | Classroom Observations | Improvement in lesson plans and class routines | Both | 4 |

Targeted Intervention Goal 2017-2018

Research Based Instructional practices will be used in each classroom 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): In 2018:
60% of all students within all student groups will meet standard in STARR Writing.
60% of students within all student groups will meet standard in STARR Reading.
60% of students within all student groups will meet standard in STARR Math.

Problem Statement
Students did not meet the Writing Standards (48%) nor did our school meet the required Safeguards (60%) in the Economically Disadvantaged Student Groups in either Math, Reading or Writing.

Root Causes:
Lack of effective Tier One planning and Instruction using effective, research-based resources in all academic areas.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|--|---|----------------------|---|---|----------------------|---|
| Teachers will participate in targeted writing professional development. | Instructional Coach and teachers | 6 Traits ½ Kits Write from the Beginning | Monthly PLC meetings | Analyze Unit Assessment Data and compare to last year | Student improvement on assessments and Teacher notes | Both | 4 |
| Effective small group instruction and use of Writing Workshop model | IC/Teachers *Indian Ed 286.11.6399 | Lucy Calkin Writing Units of Study | Daily | Admin and IC walk-throughs with evidence of small group instruction | Review of writing samples in students writing folders | Both | 2 |

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| Strategic vertically aligned PD for writing. Grades 2-4 | IC and Admin *Indian Ed 286.11.6399 | May the 4's be with you | Ongoing | Classroom Observations | Improved writing | Both | 2 |
| Targeted tutoring for 4th grade writing - Writing Bootcamp/Workshop | Teacher lesson plans | Teacher created activities | Second semester | Bootcamp Activities | Mock Scores | Summative | 2 |
| Third and Fourth grade teachers will participate in targeted math training with Texas A&M University | TQ teachers and college professors | Provided by University - field trips and units of study | First semester | College professors and a state representative will create a document with feedback after each classroom visit. Implementation of research-based practices. | Student improvement on assessments | Both | 2 |
| Math Effective small group instruction | Teachers/ IC | Istation lessons | Daily | Istation reports | Assessments | Both | 2 |
| Targeted Math tutoring for all students | Teachers/IC 199.11.6117 | Teacher created lessons | Daily for 18-20 days | Schedule created for tutoring | Assessment at the end of each week to evaluate the effectiveness of the session | Both | 9 |
| Effective small group instruction for Reading | Teachers/ IC | Istation lessons | Daily | Istation reports | Assessments | Both | 2 |
| Targeted Reading tutoring for all students | Teachers/IC 199.11.6117 | Teacher created lessons | Daily for 18-20 days | Schedule created for tutoring | Assessment at the end of each week to evaluate the effectiveness of the session | Both | 9 |

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.

Objective(s): In 2018, 100 % of students and staff will be digitally literate.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|---|---|---|---------------------|--|--|----------------------|---|
| Teachers will utilize available instructional technology devices as tools to deliver engaging, interactive lessons.i | Technology Specialist, Instructional Coach and teachers | Computers, Ipads, Memios, and Airliners | Throughout the year | Lesson plans, Walkthroughs and observations | Student improvement on assessments and Teacher notes | Both | 2 |
| District and campus Technology Specialists will provide coaching, modeling, and direct training on how to effectively integrate instructional technology practices into lesson plans. | Technology Specialist Principals IC | Dependent upon the lesson | Daily | Tech Specialist Log; Training documentation in Eduphoria Workshop; Staff Meeting | Use during planning and classroom implementation | Both | 4 |
| Campus Administrators will consult with SISD Technology Dept. to seek funding sources that will allow us to provide additional technology devices for students. Principal A | Principal and | | Throughout the year | Meetings | Approval of devices and purchase of devices | Both | 2 |

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.

Objective(s): Wakefield will engage all community stakeholder groups to enhance educational experiences for students by participating in a minimum of one community involvement activities every quarter.

| Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/ Summative | Title I Schoolwide Components (Code by #) |
|--|---|-----------|---------------------|-------------------------------------|---|----------------------|---|
| Plan quarterly events | Campus Secretary, Principal, and Team Leads | TBD | Each quarter | Invitations and sign-in sheets | Student and parent communication | N/A | 6 |
| Mentoring Program involving community members | Counselor and teachers | TBD | Throughout the year | Sign-in sheets, students portfolios | Student growth | Both | 6 |
| Coordinate with FDECC to schedule visits to help with transitioning of Head Start and Pre-K students to Wakefield Kindergarten | Principal | TBD | Throughout the year | Scheduled visits | Approval of devices and purchase of devices | Both | 7 |