



HENRY SORY ELEMENTARY SCHOOL

Campus Improvement Plan

2017-2018

Henry W. Sory Elementary Campus Improvement Plan



MISSION: HENRY W. SORY
ELEMENTARY SCHOOL WILL FOSTER A POSITIVE
AND SUPPORTIVE ENVIRONMENT IN WHICH ALL
STUDENTS, THE STAFF, AND OUR COMMUNITY
DEMONSTRATE MUTUAL RESPECT AND CARING
FOR EACH OTHER WHILE GIVING ALL STUDENTS
THE EDUCATIONAL OPPORTUNITY TO EXCEL ,
PROVIDING THEM WITH A STRONG FOUNDATION
TO BECOME LIFELONG LEARNERS.

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: 2017-18

Data Sources Reviewed: <ul style="list-style-type: none"> ● State Accountability Reports (TAPR, Accountability Summary) ● Climate Surveys ● STaR Chart Data ● Telpas Data ● Eduphoria Aware Data ● RTI Data ● PBIS Data ● CSEAS Rubric ● CATCH Evaluation ● PEIMS Data ● Summer School Evaluation ● Campus Site-Based Feedback 			
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"> ● Highly diverse student population 	<ul style="list-style-type: none"> ● Additional staff that are “bilingual” (primarily in 	<ol style="list-style-type: none"> 1. Study how we can successfully engage with families in poverty situations and

	<ul style="list-style-type: none"> Spanish Dual Language Program (Bilingual) Functional Academics/Life Skills (FALS) Program 	<p>Spanish)</p> <ul style="list-style-type: none"> Increase the number of teachers that are ESL Certified Continue ELL/SIOP professional development to align instruction to meet the needs of students Support for students in poverty situations and/or with lack of appropriate social/behavioral skills 	<p>identify how to intervene with students that display a lack of appropriate social/behavioral skills</p> <ol style="list-style-type: none"> Provide targeted ELL professional development.
Student Achievement	<ul style="list-style-type: none"> Met Standard on 2016 STAAR Exceeded standards in all 4 Accountability Indexes Met All System Safeguards Attained 3 of 5 Distinction Designations 	<ul style="list-style-type: none"> Intervention Support with RtI (Tier II & III) students; emphasis with Math and Behavioral Concerns Additional personnel to more effectively distribute students during intervention time Additional support for Spanish Intervention, primarily for Reading Full Time Challenge Teacher to assist with intervention/advancement of higher performing students 	<ol style="list-style-type: none"> Support/Training for staff and the Campus RtI Committee on how to effectively intervene with students who have significant behavioral issues. Support/Training for teachers and the Campus RtI Committee on how to effectively provide Math intervention. Explore solutions on how to more effectively and efficiently make use of available staff members during designated student intervention times. Collaborate with SISD Human Resources/C & I Dept. to secure an additional interventionist that can focus on improving Math achievement. Collaborate with SISD Human Resources/C & I Dept. to secure a full time Challenge teacher.

School Culture and Climate	<ul style="list-style-type: none"> ● Climate surveys indicate a positive school climate and a safe, welcoming environment ● Consistent R-Time Program has yielded positive results ● Successful “Adventures” tuition-based after school program 	<ul style="list-style-type: none"> ● PBIS strategies to implement with students, specifically during lunch time, and during some transition times ● Increase in discipline referrals on campus (primarily students new to Sory) ● Increase in discipline referrals on the buses ● Understanding of how students in poverty situations or difficult home environments react to various types of PBIS strategies 	<ol style="list-style-type: none"> 1. Researching/Collaborating (Book studies) to assist staff in understanding how to best reach students. 2. Campus PBIS Team will research and brainstorm to find and implement additional strategies that will promote more positive, appropriate behaviors at school, specifically during lunch time in the cafeteria, and during busier hallway transition/bathroom times, as well as on the bus. 3. PBIS Team track data for specifics of referrals (time of day/location/staff)
Staff Quality/ Professional Development	<ul style="list-style-type: none"> ● Recruitment and hiring of new staff ● Deep & talented pool of applicants to interview from ● Effective in deliberately hiring staff that meet our specific needs and level of expertise/training ● Full time Instructional Coach ● Training/Implementation of T-TESS for professional growth ● Kagan Strategies training provided to all teachers 	<ul style="list-style-type: none"> ● Professional Development designed to assist staff with intervening with students who display a lack of appropriate social/behavioral skills ● More collaboration, planning and teamwork among staff (other than same grade) ● Staff to observe other teachers to show reflection, and offer constructive feedback ● Staff learn from each other in an authentic setting ● Support/Training for teachers new to the campus/profession ● Support teachers with effective lesson planning ● Ongoing support for the T- 	<ol style="list-style-type: none"> 1. Collaborate with district Behavior Specialists to provide P.D. regarding appropriate and meaningful behavior interventions. 2. Instructional Coach will assist teachers in implementing “Teaching and Learning Rounds”, in which teachers will be able to visit each other’s classrooms to observe teaching/learning strategies, then will have an opportunity to offer feedback and collaborate. 3. Staff members with training in specific programs/strategies will provide support and “flipped” training opportunities for other staff members on campus. 4. Administrators will utilize the timelines

		<p>TESS process for teachers and administrators</p> <ul style="list-style-type: none"> • Ensuring efficient/effective use of time (for administrators) so that T-TESS is implemented with fidelity • Provide opportunities for teachers to plan/practice use of Kagan strategies, and follow-up with new strategies/training 	<p>and tools available to manage effective implementation of T-TESS.</p> <ol style="list-style-type: none"> 5. 5. Instructional Coach and Campus Administrators will monitor, encourage, and offer feedback/reinforcement/support for teachers so that they can effectively implement Kagan strategies in their lesson plans/classroom learning.
<p>Curriculum, Instruction, Assessment</p>	<ul style="list-style-type: none"> • Staff has a wealth of training, knowledge, and experience to equip them in developing effective and engaging lessons 	<ul style="list-style-type: none"> • Support with transferring teachers' experience and training to efficiently and effectively develop/write lessons plans using the Eduphoria Forethought template • Providing teachers with appropriate, intentional time so that they can effectively develop/write lesson plans using the Eduphoria Forethought template • Provide support/training for teachers (4th Gr.) that will assist them in tracking student growth (Index 2) • Create extra time for planning so that teachers can prepare in advance, and/or cross-grade level planning opportunities 	<ol style="list-style-type: none"> 1. Instructional Coach and Campus Admin. will seek available resources, support and intentional time to assist teachers with lesson planning, and "merging" their training, experience, and skills with efficient lesson planning so that classroom instruction and planning is seamless and easily manageable. 2. Instructional Coach and Campus Admin. will seek available resources and support to ensure effective tracking of 4th grade students to improve our Index 2 score for Student Growth and ensure that our System Safeguards remain at 100%. 3. Campus Admin will seek extra time during the school day where other staff members can be utilized so that grade level teams can plan in advance, and/or for cross-grade planning &

			discussion.
Family and Community Involvement	<ul style="list-style-type: none"> ● Sory has an active and supportive Parent Teacher Association (PTA) ● Extensive list of campus community & business “partners” that assist with fundraisers, donations, and incentives for staff & students ● Large turnout/participation rate with school activities and programs ● Good presence on Social Media ● Availability of the All-call system, as well as the email and text notifications to reach families 	<ul style="list-style-type: none"> ● Increase in the participation rate of ELL/At-Risk families for school activities, programs, and PTA involvement ● Seek out and utilize additional venues for communication with parents ● Increase staff participation in PTA board/membership/events ● Engage families of students that are struggling academically and/or behaviorally in a way that they can trust the school and work together as a team 	<ol style="list-style-type: none"> 1. Develop and facilitate specific activities/programs that will encourage ELL/At-Risk students’ families to participate. 2. Ensure all information for events are provided in the appropriate language. 3. Seek out specific ELL/At-Risk family or business members and invite them to serve on committees and/or for volunteer opportunities. 4. Create events/opportunities where families (especially those with students who are struggling academically/behaviorally) feel comfortable in collaborating with staff 5. Teachers/Admin. will seek effective venues to increase our presence and communication with families/community. (Including social media, web, phone & tablet apps, phone calling system, etc.)
School Context and Organization	<ul style="list-style-type: none"> ● Sory has developed an effective, safe, and efficient dismissal process (considering that we have a large number of buses for an elementary campus, as well as a large number of “car 	<ul style="list-style-type: none"> ● Decrease the amount of time that bus riders have to be at school (some students arriving almost an hour before school starts and do not get picked up until an hour after school is dismissed) 	<ol style="list-style-type: none"> 1. Collaborate with the SISD Transportation Dept. and SISD Service Center to find solutions for the bus arrival/pick-up times so that students are not at school for such a long period of time, and to alleviate the large amount of extra duty for staff.

	<p>pool/pick-up” students with limited street/road access surrounding our campus)</p> <ul style="list-style-type: none"> ● Sory has a large turnout for events and programs, during the day and in the evening ● Convertible wall between the cafeteria and gym helps to make effective use of available space during school programs and events ● Sory PTA purchased a new playground area for our older students, in which they can have “brain breaks” and get fresh air and exercise during the school day 	<ul style="list-style-type: none"> ● Decrease the amount of “duty” time for our staff, which is extensive compared to other campuses ● Find solution for lack of parking when we have school programs & events, both during the day and in the evening ● Permanent repair for the convertible wall (when it is “closed”, the wall does not properly “lock in” to the bottom track and will “bow” several inches into the gym or the cafeteria); strong winds coming from the outside when exterior doors are open will move the wall; this is a safety concern ● Seek ways to fund a security fence to be installed around the older kids’ playground area; this is close to a parking lot and non-school people sometimes use the back entry/road from Center St. as a “cut through” and will walk through or close to the playground, making this a safety concern 	<ol style="list-style-type: none"> 2. Collaborate with the SISD M & O Dept. and SISD Service Center to seek solutions for the lack of parking during special events and programs. 3. Collaborate with the SISD M & O Dept. and SISD Service Center to seek solutions that will ensure student safety and to permanently repair the convertible wall. 4. Collaborate with the SISD M & O Dept. and SISD Service Center to fund and install a security fence around the older students’ playground area on the west/NW side of the school building.
Technology	<ul style="list-style-type: none"> ● Full Time Technology 	<ul style="list-style-type: none"> ● Additional 	<ol style="list-style-type: none"> 1. Collaborate with the SISD Technology

	<p>Specialist</p> <ul style="list-style-type: none"> ● Tech training opportunities for staff ● Mostly Advanced and Developing scores on the Campus STaR Chart ● Technology Club after school ● Utilize a campus Maker Space for students to explore and create 	<p>computers/technology equipment for staff and students (specifically a mobile laptop computer lab w/30 computers and an expanded number of hand-held devices)</p> <ul style="list-style-type: none"> ● More advanced, expanded, and consistent wifi capability/connectivity with our Tech infrastructure ● Training and support for staff to effectively plan and implement more tech-based instructional strategies within their lesson plans/instruction ● Provide additional STEAM components/opportunities for students 	<p>Department to find solutions/funding to provide more technology devices for students and staff.</p> <ol style="list-style-type: none"> 2. Collaborate with the SISD Technology Department to find solutions that will ensure more consistent wifi service/connectivity in the classrooms. 3. Utilize the SISD Technology Department, Tech Specialist, and Instructional Coach to provide training and support for teachers to plan and implement effective tech instructional strategies in the classroom 4. Continue to offer extracurricular activities that will motivate students to acquire STEAM components/skills
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Title I, Part A

School Wide 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. School wide 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 school wide 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.

<p>Goal(s) A nurturing environment will be established in Sherman ISD. <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>Performance Objective(s): 100% of professional teaching staff will participate in PLC's focused on Needs Assessment Priorities. 100% of faculty & Staff will utilize PBIS and Restorative Discipline Practices to ensure students have a safe, positive, and orderly school environment</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
All staff will participate in ongoing Discipline conversations/training, and will continue with implementation/revision of PBIS practices throughout the school year.	Principal Asst. Principal Counselor			Meeting agendas & sign-ins; Eduphoria Workshop reports; PBIS Review Data; Feedback on Annual School climate survey		Eduphoria Strive Reports; Completed Campus Spreadsheet; Google Drive documents; Climate Surveys; PBIS Discipline Review Data	1,2,4,10
Teachers will participate in Professional Learning Communities monthly for planning, data analysis for student growth/mastery, collaboration, and training to address Needs Assessment Priorities.	Instructional Coach Principal Asst. Principal Team Leaders			PLC Meeting minutes; Staff meeting agendas and sign-ins; Eduphoria Workshop reports		Eduphoria Strive Reports; Completed Campus Spreadsheet; Google Drive documents; Climate Surveys; PBIS Discipline Review Data	1,2,3,4,8,9,10

Campus administrators will develop and utilize tools that will ensure implementation and fidelity of the T-TESS process.	Principal Asst. Principal			Completed and updated spreadsheet; Eduphoria Strive reports			4
New teachers will be provided with a detailed orientation, more frequent “check-ins” from the I.C., and will participate in small group meetings focused on their needs	Instructional Coach			Meeting agendas and sign-ins; New teacher feedback			2,3,4,5

<p>Goal(s) Research-based instructional practices will be used in all Sherman ISD classrooms to improve student learning and student opportunities. <i>Sherman ISD will provide a high quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.</i></p>							
<p>Performance Objective(s): 100% of all core Tier 1 instruction and assessment will be aligned to the rigor and content specificity of State Standards in all grade levels. Sory will attain all 5 Distinction Designations on the 2018 STAAR. All student groups will meet both Federal and State Safeguard levels.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
<i>Teachers will utilize available tools and resources to track student data/performance to ensure student mastery and student growth.</i>	<i>Principal Asst. Principal Instructional Coach</i>			<i>Students data from team data meetings; Eduphoria Aware data reports; Rtl documentation; Istation Reports</i>		<i>. TEA 2018 Accountability Summary Report; T&L Rounds and Instr. Rounds Feedback; Cumulative Data from Walk- Through Forms; Lesson Plans; Rtl Documentation; Istation Reports</i>	<i>1, 2, 3, 8, 9</i>

<p>Teachers will develop lesson plans that implement effective instructional practices focused on student learning targets that are aligned to grade level State objectives, engages all students, and provide appropriate differentiated approaches.</p>	<p>Principal Asst. Principal Instructional Coach</p>	<p>Title 1 Funds</p>		<p>Completed lesson plans in Eduphoria Forethought; Observed during team planning meetings; T-TESS Pre and Post-Conference Documentation; Strive walk-through documentation; more Tier I students and less Tier II & Tier III level students</p>		<p>. TEA 2018 Accountability Summary Report; T&L Rounds and Instr. Rounds Feedback; Cumulative Data from Walk-Through Forms; Lesson Plans; Rtl Documentation; Istation Reports</p>	<p>1,2,3,9</p>
<p>Students will receive 50 minutes of differentiated targeted Intervention time daily.</p>	<p>Asst. Principal Team Leaders Rtl Team</p>	<p>SCE Indian Ed</p>		<p>Daily schedule; Rtl documentation; student growth data tracking forms; Istation Reports</p>		<p>TEA 2018 Accountability Summary Report; T&L Rounds and Instr. Rounds Feedback; Cumulative Data from Walk-Through Forms; Lesson Plans; Rtl Documentation; Istation Reports</p>	<p>1,2,3,8,9,10</p>

<p><i>New teachers will participate in training for Kagan strategies and all teachers will incorporate these strategies into their classroom instruction in order to increase student interaction and engagement.</i></p>	<p><i>Principal Asst. Principal Instructional Coach</i></p>			<p><i>Kagan strategies noted in Forethought lesson plans; documentation by admin in Appraise walk-throughs</i></p>			<p><i>1,2,3,4,8</i></p>
<p><i>Teachers will be trained on how to effectively implement a Guided Reading approach in their classroom.</i></p>	<p><i>Instructional Coach</i></p>			<p><i>Lesson Plans; Training/PLC sign-in; Eduphoria Workshop reports; evidence via completed Strive walk-through forms</i></p>			<p><i>1,2,3,4,8,9</i></p>

<p>Goal(s) Parents and community members representative of Sherman ISD demographics will be involved in district and campus initiatives and the educational experience of students. <i>Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students.</i></p>							
<p>Performance Objective(s): <i>Sory will increase our number of ELL and At-Risk family representatives on campus committees.</i> <i>Sory will engage students transitioning from Early Childhood to Sory Kindergarten.</i> <i>Sory will engage families and community members via social media, Blackboard Connect, and school events & activities</i></p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Intentional selection and invitations for ELL and At-Risk family representation for campus committees, including Site-Based and PTA Board.	Principal	.		List of committee representatives and list of meeting attendees	Event Invitations/sign-in sheets; List of committee representatives; Signed Parent Compacts; Annual Campus Climate Survey (Parents/Community)		1,6
A School-Parent/Family Compact and a Family Involvement Plan will be developed in accordance with Federal policies so that we can build a collaborative team that will be able to support all students, both at school and	Principal Campus Site-Based Committee			Signed Family-School Compacts; sign-in sheets from events involving families and school; feedback via			1,6,10

at home.				annual Campus Climate Survey			
Coordinate with FDECC to schedule visits to help with transitioning of Head Start and Pre-K students to Sory Kindergarten.	Principal	Bus		Schedule of visits			7

