



Piner Middle School

Campus Improvement Plan

2017-2018

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



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"> • • 			
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"> • Good diversity • Gradual changes in student population- no dramatic shifts 	<ul style="list-style-type: none"> • Need more ESL support • Smaller class sizes • Uninterrupted instructional time 	<ol style="list-style-type: none"> 1. Focus on Tier 1 – first teach for all students 2. Less interruptions during instruction 3. Strategic Master scheduling to ensure manageable class sizes
Student Achievement	<ul style="list-style-type: none"> • Met Expectations 	<ul style="list-style-type: none"> • Improve identified Safeguards • Improve Sped and ESL achievement • Increase student pull out – to ensure that they are not missing instruction 	<ol style="list-style-type: none"> 1. Use cooperative learning structures with intentional grouping (mixed ability) use Kagan Structures 2. US History students will focus on analyzing primary sources using DBQ and Webb’s Depth of Knowledge questions to increase understanding
School Culture and Climate	<ul style="list-style-type: none"> • 84% teacher participation in PLCs 	<ul style="list-style-type: none"> • 42% teachers report good parent involvement 	<ol style="list-style-type: none"> 1. Support staff while building a new campus culture and climate.

	<ul style="list-style-type: none"> 100% teachers have ongoing support in instruction 88% parents feel children are ready for next grade level 89% students feel ready for next grade level 	<ul style="list-style-type: none"> 59% feel supported with discipline 54% parents report extra support for struggling students is provided 58% students report class work is interesting 	<ol style="list-style-type: none"> Start to incorporate elements of Restorative Discipline Continue to provide quality instructional support to staff (i.e. Day 1 of Kagan training for all new teachers)
Staff Quality/ Professional Development	<ul style="list-style-type: none"> Mentor program for new teachers Turn-over is a result of general attrition and added team 	<ul style="list-style-type: none"> Mentors need training and a stipend Need better recruitment process 	<ol style="list-style-type: none"> Promote positive experiences and accomplishments via Twitter, newspaper, and district social media- Intentional positive branding for Piner MS
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> District provides a guaranteed viable curriculum through TRS Follow textbook adoption cycle DLT's & PLC's Kagan Training 	<ul style="list-style-type: none"> Would like student access to one-to-one technology (i.e. chrome books etc.) Tight vertical alignment with instructional focus on understanding concepts K - 12 	<ol style="list-style-type: none"> Refocus PLC's on backward design with an emphasis on learning targets and strategies on how to effectively use them Common understanding of effective Learning Targets and lesson cycle. Participate in District Instructional Rounds
Family and Community Involvement	<ul style="list-style-type: none"> Piner PTA is extending its reach with family and community involvement There were many opportunities for parents to visit Piner last year 	<ul style="list-style-type: none"> More parent involvement to support academic achievement of their children 	<ol style="list-style-type: none"> Reassess current programs of parent involvement to engender more and better communication of what Piner offers Improve outreach communication to parents
School Context and Organization	<ul style="list-style-type: none"> Teachers have opportunities with leadership positions There is a variety of committees to provide avenues for teacher input Character Education program is in place for all children 	<ul style="list-style-type: none"> More classroom spaces to balance the large numbers of students projected to enroll at Piner MS 	<ol style="list-style-type: none"> Request more space- portable to accommodate all classrooms
Technology	<ul style="list-style-type: none"> Every room has computers, document camera, and a projector 	<ul style="list-style-type: none"> Increase bandwidth for entire campus Students need more direct 	<ol style="list-style-type: none"> Tech specialist will increase the number of trainings to staff during and after school hours

	<ul style="list-style-type: none"> • Three computer labs and two mobile computer units 	<ul style="list-style-type: none"> • instruction related to technology • Continual updating of technology 	<ol style="list-style-type: none"> 2. Training for teachers on how to use student devices for instruction (formative assessment, research, apps) 3. Texas History department will use Chrome books to teach specific technology skills to increase achievement 4. Add Chromebooks for our use of Naviance College & Career Readiness and our CTE courses
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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):
Decrease discipline referrals by 10%.

TAIS Goal: It is the focus and goal of the Piner Administration to create a warm and nurturing learning environment as well as to increase all students instructional time by decreasing discipline issues.

Summative Evaluation: Climate Surveys, Feedback, Referral Data

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Support staff in understanding ACES Adverse Childhood Experiences how it effects our staff and students, and how we can better meet the needs of all students.	Administrators	<i>Fostering Resilient Learners-</i> book study	ongoing	Training & workshop	Decreased discipline referrals, positive feedback, school culture	Surveys, referral data, PBIS team updates	2,7,8
Start to incorporate elements of Restorative Discipline	Administrators, Teachers, Counselors	Research, Pamela Dawson, formal training	ongoing	Training & workshops	Decreased discipline referrals, positive feedback, school culture	Surveys, referral data, PBIS team updates	2,7,8

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):

TAIS Goal: Increase system safeguards in all identified areas to 60% or higher (according to state assessment test results) by the end of the 2017 – 2018 school year by focusing on highly effective Tier 1 instructional practices.

Summative Evaluation: State assessment results broken down by system safeguard.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Intentional Focus on effective Tier 1 instruction for all subjects	Administrators, teachers, Instructional coach	Administrators, Instructional Coach, Tier 1 Research Title 1	Ongoing	Tier 1 training and follow-up through PLCs, walk-throughs, observations, student achievement data	Increase student achievement	CBA, Instructional Rounds, Lesson Plans, Observations, Benchmarks, STAAR Data	1,2,3,4,9 & 10
Use cooperative learning structures with intentional grouping (mixed ability) to provide support for a variety of students.	Administrators, teachers, and instructional coach	Title I, II, & Local 199 Administrators, Instructional Coach, Kagan Day 1 training for all new teachers Continue	Ongoing	Lesson plans with student centered activities, walkthroughs, and observations. Training	Increase student achievement & student engagement	Instructional Rounds, Lesson Plans, Observations, Benchmarks, STAAR Data	1, 2, 3, 4, 9 & 10

		implementing Day1-3 Kagan with veteran teachers		certificates			
Re-structure our grading guidelines as well as re-learning opportunities to ensure students have more opportunities for mastery.	Administrators, teachers, and instructional coach	District Grade Committee, Standard-Based mindset	Ongoing	Lesson plans, tutoring schedule, walkthroughs, student achievement data	Increased student achievement	Grades, STAAR	1,2,9

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

Performance Objective(s):

Summative Evaluation:	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components

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.

Performance Objective(s):

Piner will provide at least 10 opportunities for parents and community to visit the school in order to learn about the experiences of their children as well as bring the community to our students during the 2017-2018 school year.

Summative Evaluation:	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
er will provide opportunities for parents to learn about programs by inviting them to the school.	Administrators and Teachers	Facebook, Blackboard, Twitter, Events, Conferences	Ongoing	Program Events	Increased parental involvement	Agendas, Event calendars, sign-in sheets	6
rove outreach communication and support to parents.	Administrators and Teachers	Facebook, Blackboard, Twitter, Events, Conferences	Ongoing	Surveys	Increased parental involvement	Agendas, Event calendars, sign-in sheets	6
Increase community guest speakers to support all students focused on leadership skills and future college	Administrators, Teachers, STUCO, CTE	Sherman Chamber, Austin College, Texoma Work Force, Parents, Local	Ongoing	Positive Community relationship & Positive BRAND	Student Support. Positive Community experiences, Increased	Agendas, Event calendars, sign-in sheets, PR	6,10

and career readiness.		Businesses		for Piner MS	student participation		