

# Neblett Elementary Campus Improvement Plan

2017/2018



**Neblett Elementary Vision:** Every student will achieve maximum potential in an engaging, inspiring, and challenging learning environment.

**Neblett Elementary School Mission:** To ensure that each student is equipped to excel by providing a safe, supportive, and challenging learning environment that not only allows for differences, but encourages individuals to strive for excellence. Individuals at Neblett Elementary will lead with an unequalled passion for learning and the well-being of the whole child. We share 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**

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<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"> <li>● STAAR Data</li> <li>● Campus Climate Survey</li> <li>● CSEAS</li> <li>● Benchmarks</li> <li>● PIEMS 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>● Diversity in student and staff population.</li> <li>● 11 different languages are spoken on our campus.</li> </ul>	<ul style="list-style-type: none"> <li>● Diversity Support</li> <li>● Building social/emotional skills with students and parents</li> <li>● Mobility rate is 28%</li> </ul>	<ol style="list-style-type: none"> <li>1. Newcomer Support</li> <li>2. Aligned Instructional model to meet the needs of all of our students including students in crisis, EL's and our highly mobile learners</li> </ol>

<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>● Student Progress(Index 2) increased from 32 in 2016 to 39 in 2017</li> </ul>	<ul style="list-style-type: none"> <li>● Only 47% of students met standard in Writing</li> <li>● Scores for all sub pops, other than white, did not meet state safeguard target of 60%</li> </ul>	<ol style="list-style-type: none"> <li>1. Curriculum Alignment through staff collaborative planning</li> <li>2. Increase student performance of Reading, Math, and Writing for 3rd and 4th grades</li> <li>3. Address Tier 1 teaching, training and support</li> </ol>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>● 92% feel there is encouragement and support to grow and develop professionally</li> <li>● 97% state there is a feeling of teamwork amongst staff</li> </ul>	<ul style="list-style-type: none"> <li>● Increase teacher input into decision-making</li> <li>● Increase nurturing and support of staff</li> <li>● Increase parent involvement</li> <li>● Increased severity of violent behaviors toward of self, staff and students</li> </ul>	<ol style="list-style-type: none"> <li>1. Restructure staff input and the decision-making process</li> <li>2. Restructure the roles of the Principal and AP to allow time for support and nurturing</li> <li>3. Parent meetings in a variety of ways to provide more access to the campus and programs.</li> <li>4. Training on Restorative Practices</li> <li>5. Full-Time Behavioral support and support staff for general education students</li> </ol>
<b>Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>● Full time IC, Reading Specialist, Dyslexia Teacher and ESL Teacher</li> <li>● New teacher mentoring</li> <li>● Restructuring of PLC trainings and times</li> </ul>	<ul style="list-style-type: none"> <li>● ESL Certification for all instructional staff</li> <li>● Continue to build capacity among our staff</li> </ul>	<ol style="list-style-type: none"> <li>1. Attainment of ESL Certification by 100% of all instructional staff</li> <li>2. Training to address best strategies for dealing with trauma, poverty, and our EL's through Restorative practices</li> </ol>
<b>Curriculum, Instruction,</b>	<ul style="list-style-type: none"> <li>● Common Planning PLC's</li> <li>● Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Tier 1 teaching emphasis</li> <li>● Collaborative planning</li> </ul>	<ol style="list-style-type: none"> <li>1. Alignment of K-4 math, reading and writing program</li> </ol>

<b>Assessment</b>		<ul style="list-style-type: none"> <li>● Data-driven decision-making</li> </ul>	<ol style="list-style-type: none"> <li>2. Alignment and refinement of intervention resources and plans for K-4</li> <li>3. Tier 1 Training</li> </ol>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>· Over 4500 volunteer hours at Neblett annually</li> <li>· Active and involved PTO</li> <li>· Strong and involved community partners</li> </ul>	<ul style="list-style-type: none"> <li>● Try out additional methods of communication with all stakeholders</li> <li>● Need to host more family/community nights</li> </ul>	<ol style="list-style-type: none"> <li>1. Intentional planning and follow-through of parent involvement activities</li> <li>2. Intentional invitation and opportunities to get community members to volunteer their time and services</li> </ol>
<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>● Grade level PLC's</li> <li>● Site Based Decision Making Team</li> </ul>	<ul style="list-style-type: none"> <li>● More decision-making opportunities for staff</li> <li>● More instructional time</li> </ul>	<ol style="list-style-type: none"> <li>1. Use staff input to collaborate on campus decisions</li> <li>2. Audit of master schedule and limit of transitional times</li> </ol>
<b>Technology</b>	<ul style="list-style-type: none"> <li>● Staff members believe that technology is valuable and have a place in the academic success in the classroom</li> <li>● Full time Tech Specialist</li> </ul>	<ul style="list-style-type: none"> <li>● Continue technology training</li> <li>● Provide more devices to assist with more on time student learning</li> <li>● Increase network capability</li> </ul>	<ol style="list-style-type: none"> <li>1. Funding for more technology and handheld devices</li> <li>2. More network capability for student participation within the classroom</li> </ol>

## **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.



**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*

**Objective(s): 100% of Teachers will participate in PLC's  
 100% of Teachers will participate in T-TESS  
 100% of Teachers will participate in implementing effective discipline practices.**

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 PLC's and campus decision-making forums	Instructional Coach, Principal, Teachers	Title 1 Funding	Weekly	PLC minutes and Sign in Sheets, Grade Level Meeting Minutes, Staff Newsletter	T-TESS Growth, Staff Awareness STAAR Data, TEKS, CNA, TELPAS Results, Benchmarks, PBIS	F&S	
Participate in regularly scheduled walk-throughs	Principals, IC,	Title 1 Funding	Weekly	Walk Through Forms: T-TESS and District Forms	Observations of changes in the classroom collected on walk-through forms, Improvements in Instructional strategies and Restorative Practices	F&S	

Participation in T-TESS	Principals	T-TESS Forms	Weekly	Classroom Observations/Walk-throughs	Increase in growth evidenced in lesson plans and observations of the classroom	F&S	
Participation in Restorative Practices 900 and classroom management for students in crisis/trauma in the general education classroom	Principals, IC, Behavior Specialist, Campus Crisis Team, Staff	funds for <u>Fostering Resilient Learners</u> , by Kristin Souers and Pete Hall., Webinar Videos	Daily	R-Time, Classroom Observations, PLC Discussion	Decline in Office Referrals, Increase in positive school climate	F&S	

**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.*

**Objective(s): 2018 TAIS Goal**

60% of all students in all student groups will will meet standard in STAAR Math.

60% of all students in all student groups will will meet standard in STAAR Reading.

60% of all students in all student groups will will meet standard in STAAR Writing.

**Problem Statement:**

Our school did not meet State or Federal Safeguard in Reading, Writing or Math.

**Root Cause(s):**

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
Teachers will participate in targeted Writing and reading professional development on use of Daily 5, The Next Step Forward In Guided Reading, Write From the Beginning, I-Station Reading, Lucy Calkins Writing	Instructional Coach, teachers, outside consultants	Title 1 IMA 199 funds	Monthly PLC Meetings, Scheduled Whole Campus Training	Lesson Plans and Unit Assessment Data	Student assessment improvement, Lesson Plans	F&S	
Teachers will participate in targeted math professional development on Number Talks, Number Sense, I-Station Math, Lone Star Math	Instrucitonal Coach, teachers	Title 1 IMA 199 funds	Monthly PLC Meetings	Analyze Unit Assessment Data and compare to last year	Student assessment improvement, Lesson Plans	F&S	

Effective small group instruction for writing and use of writing workshop mode   Lucy Calkin, Writing Units of Study	Instructional Coach, teachers	Title 1 IMA 199 funds	Daily	Admin and IC walk-through with evidence of small group instruction	Review of writing samples and writing folders, STAAR Data, TELPAS	F&S	
Teachers will implement effective small group instruction for math	Instructional Coach, teachers	Title 1 IMA 199 funds	Daily	I-Station Reports,	STAAR Data, ISIP Results	F&S	
Teachers will implement effective small group instruction for reading	Instructional Coach, teachers	Title 1 IMA 199 funds	Daily	I-Station Report	STAAR Data, ISIP Results, TELPAS	F&S	
Targeted Tutoring for Reading, Writing, and Math Boot Camp/Workshop for 3rd & 4th Grade	Teachers		Second Semester	Boot Camp Activities	Assessment Data	F&S	
Targeted Reading Tutoring for all Tier 2 & 3 Students	Instructional Coach, Teacher, Reading Specialist	Title 1 IMA 199 funds	Daily for 18-20 consecutive days	I-Station Reports, Student Rigby Benchmark Progress	Assessment Data	F&S	

**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):** Increase parent involvement in order to enrich the educational experience for students by implementing new and varied activities.

**Problem Statement:** Lack of parent involvement based on sign-in sheets at various events on and off campus.

**Root Cause(s):**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Award ceremonies to recognize students who excel in academics attendance, and social skills	Principal, Teachers		Quarterly	Sign in sheets, Award Programs Pictures	Number of parents attending Increase in student A & B Honor Rolls and Perfect Attendance	F	
Planned visits at Neblett and area community centers with targeted presentation of information on topics such as enrollment, free and reduced lunch forms, literacy help, academic content, etc.	Principal Teachers Counselor		Twice per year	Sign-in sheets, agendas, technology presentations	Surveys , Number of Parents attending	F	
PTA will schedule events that include festivals, movie nights, book fairs, etc.	Principal PTA Board	PTA Resources Fundraisers/ Membership Drive	Various events scheduled throughout the	Agendas, sign in sheets, pictures, Flyers,	Number of parents attending	F	

		Community Partners	school year	Newsletters			
Literacy and math game nights	Principal Teachers		Twice per year	Agendas, sign in sheets, pictures, flyers, brochures, newsletters	Number of parents/students attending	F	
Monthly communication through newsletters and social media that target student information and parent engagement	Principal Tech. Specialist, Teachers		Monthly, weekly and daily	Newsletters, Social Media posts, Call outs, emails	Survey yearly	F	