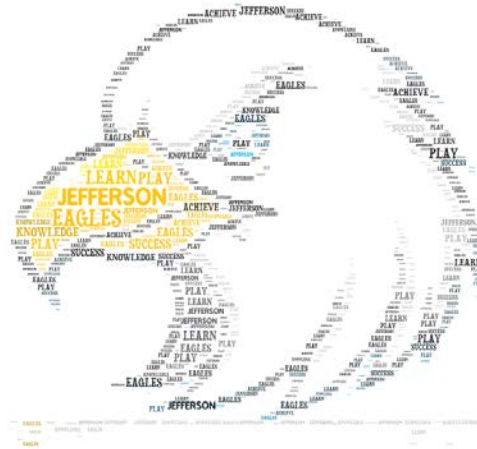


Jefferson Elementary Campus Improvement Plan 2017-18



Our **mission** at Jefferson Elementary School is to provide a comprehensive educational program that instills a sense of responsibility for one's own learning that will result in productive citizens in society.

Our **vision** is to strive for excellence in academics while becoming emotionally and socially stable citizens that are empowered to discover our unique strengths and talents that will add value to society.



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"> Spring 2017 Climate Surveys; Staff Survey; STAAR Results; 2017 State Accountability Results 			
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"> Multi-generational family members attended JES 	<ul style="list-style-type: none"> Address the language barriers between bilingual parents and mono-lingual staff 	<ol style="list-style-type: none"> Overcome the language barrier using SIOP strategies with adults and students.
Student Achievement	<ul style="list-style-type: none"> Met all indexes 4 out of 5 distinctions earned in ELA/Reading, Math, Top 25% Closing Performance Gaps, and Postsecondary Readiness 	<ul style="list-style-type: none"> Continue to target Index II to maintain passing standards Maintain 100% on System Safeguards Move from “Approaches” to “Meets” performance levels on STAAR for a minimum of 60% of all students. 	<ol style="list-style-type: none"> Continue to target Index II to maintain passing standards. Increase student performance on 4th grade writing. Increase performance on 3rd and 4th grade math and reading so that a minimum of 60% of students meet performance level.

School Culture and Climate	<ul style="list-style-type: none"> ● Overall response (+90%) of positive culture and climate 	<ul style="list-style-type: none"> ● Promote positive interactions with parents, especially with school functions and dismissal/arrival policies. 	<ol style="list-style-type: none"> 1. Promote positive interactions with parents, especially with school functions and dismissal/arrival policies.
Staff Quality/ Professional Development	<ul style="list-style-type: none"> ● Instructional Coach provides assistance to teachers seeking improved instructional strategies. 	<ul style="list-style-type: none"> ● Instructional coach to support teachers with designing lessons based on unpacked TEKS. ● Frequent PLCs and Vertical Team Meetings 	<ol style="list-style-type: none"> 1. Utilize the Instructional Coach to support, guide, and model instructional practices. 2. Vertical Team meetings and collaboration at least every 9 weeks. 3. Weekly team PLCs.
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> ● Instructional Coach provides ongoing support and guidance to teachers 	<ul style="list-style-type: none"> ● Weekly PLCs to support teachers during collaborative lesson planning and unpacking TEKS. 	<ol style="list-style-type: none"> 1. Provide time for teachers to meet and discuss lesson objectives, planning, and guidance.
Family and Community Involvement	<ul style="list-style-type: none"> ● Partnerships with Austin College to provide student mentors ● Local churches provides clothing, supplies, and food for needy families 	<ul style="list-style-type: none"> ● Continue to locate and support families in need. ● Schedule several family engagement activities. 	<ol style="list-style-type: none"> 1. Continue to locate and support families in need. 2. Schedule Family Engagement activities related to literacy, math, and science.
School Context and Organization	<ul style="list-style-type: none"> ● Several opportunities for parents, students, and community to be involved with activities and mentorship to students ● Active PLCs on campus and DLTs at the district level 	<ul style="list-style-type: none"> ● Continue to build relationships between home/school/community 	<ol style="list-style-type: none"> 1. Continue to build relationships between home/school/community.

Technology	<ul style="list-style-type: none"> ● Maker-space with technology in the library ● Connectivity has improved ● Desktops are reliable 	<ul style="list-style-type: none"> ● Need for more Ipads for student work stations and collaborative interactions ● Teachers need more time to train and become proficient using Google resources. 	<ol style="list-style-type: none"> 1. Need for more Ipads for student work stations and collaborative interactions. 2. Provide more training on campus based on teacher needs.
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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): Objective 1- 100% of the Core-subject teachers will participate in weekly PLCs with a focus on collaborative team lesson planning, design, and implementation of effective, engaging, and interactive instructional strategies. Objective 2- Teachers will establish and maintain positive relationships with students in order to address their socio-emotional needs.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
The Instructional Coach, Principal, Counselor, and grade-level teachers will meet once a week to collaborate on the design and implementation of engaging and interactive lesson plans.	Instructional coach; Principal; Counselor; Teachers			Lesson plans; Observations of teachers using strategies and resources.			2, 3, 4, 8, 9
Teachers will include periodic action plans in their lessons addressing ways to maintain positive relations with their students.	Teachers; counselor; principal; instructional coach			Minimal office referrals (less than 2 per teacher per month); observations of teachers interacting with students; action plan documentation			2, 3, 4, 7, 8

				in lesson plans; PBIS observations.			
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<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): . 1. Objective: The campus will meet or exceed a passing standard of 80% on Index 1. 2. Objective: The campus will meet or exceed a passing standard of 50% on Index 2</p>							
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 collaborate in weekly PLCs to unpack TEKS and apply them to lesson plans and instructional strategies.	Principal Instr. Coach Core Teachers	Title 1 Funds		Formative assessments that show student growth; classroom observations and walk-throughs showing evidence of student performance.			2, 4, 6, 8, 9
Use of research-based quality instructional practices and tools: Daily 5, SIOP strategies, Thinking	Principal:g Instr. Coach;	Indian Ed Funding; Biling. Funding; 199		Formative Assessments to show student			2, 4, 6, 8, 9, 10

<p>Maps, Anchor Charts, Gomez & Gomez model for dual language program, Write from the Beginning, I-Station Math & Reading, and guided reading.</p>	<p>Core Teachers</p>	<p>Fundin Title 1 funding</p>		<p>growth; classroom observations and walk-throughs; running records; and artifacts (anchor charts, thinking maps, I-station report</p>			
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<p>Goal(s) Technology will be integrated into the instruction of classrooms at all campuses. <i>Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels.</i></p>							
<p>Performance Objective(s): Objective: All students will utilize technology in a variety of ways to support and enhance learning. Objective: Teachers will use technology to engage students in interactive learning.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Students will use desktop computers or iPads in the classroom on a daily basis to access web based and application based instructional programs.	Principal; Campus Tech; Core Teachers; Support Staff		Year Long	Computer-based data reports from technology programs; classroom walk-throughs and observations.			2, 4, 8, 9
Students will use Ipads during centers or stations to enhance learning by accessing educational apps or programs that support the curriculum.	Principal; Campus Tech; Core Teachers; Support Staff		Year Long	Classroom observations and walk-throughs; documentation in lesson plans.			2, 4, 8, 9

Teachers will conduct lessons using Ipads, desktops, document cameras, or other technology on a daily basis.	Principal; Campus Tech; Core Teachers		Year Long	Scheduled computer lab lessons, documentation in lesson plans, observations and walk-throughs.			2, 4, 8, 9
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<p>Goal(s) Sherman ISD will provide a proactive approach to build and expand co-curricular and extra-curricular activities for students. <i>Sherman ISD will address the diverse needs of students to maximize their academic achievements</i></p>							
<p>Performance Objective(s): Objective 1: All students will be given the opportunity to participate in a co-curricular or extracurricular club or committee. Objective 2: All students will have the opportunity to join a club or committee in order to build their sense of belonging and self-esteem.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
The Fine Arts department will schedule a play or musical for all grade levels to perform during the year.	Fine Arts Teacher			Scheduled performances with parents in attendance			1, 2, 4, 7, 8
The Fine Arts department will arrange for all students to participate in an art project in which student work is displayed.	Fine Arts Teacher			Scheduled display of student art work either on campus or at the Service Center and parent acknowledgement			2, 4, 7, 8

				ent of student participation			
Staff members will facilitate clubs or committees for students to participate in, including: Student Council, Environmental Club, Art Club, Book Club, Maker-Space Club, Technology Club, Lego Club, and Exceptional Eagles Club.	Principal; Staff Members			Clubs are scheduled on a regular basis with students actively engaged and participating. Parents acknowledge their child's participation in club.			2, 4, 7, 8, 9