

Dillingham Campus Improvement Plan

2017-2018



Vision: Educating with passion to empower

Mission: Creating a community of self learners and thinkers, making a global society more accessible



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"> • Diverse student population • Cultural awareness • Student teacher ratios 	<ul style="list-style-type: none"> • More staff diversity • Cultural responsibility 	<ol style="list-style-type: none"> 1. Recruiting a more diverse staff 2. Training for cultural responsibility
Student Achievement	<ul style="list-style-type: none"> • Student academic growth • Accountability distinctions 	<ul style="list-style-type: none"> • Upper level student growth • Student populations gap closure 	<ol style="list-style-type: none"> 1. More intentional planning and instruction 2. Exploring and breaking down of TEKS 3. Collaboration for a guaranteed and viable curriculum
School Culture and Climate	<ul style="list-style-type: none"> • Staff morale • Student moral • Campus collaboration 	<ul style="list-style-type: none"> • Parent and community communication and involvement • Campus image focus 	<ol style="list-style-type: none"> 1. Increase social media and other venue communication 2. Increase parent involvement events 3. Improve all face to face communication opportunities and refine campus culture
Staff Quality/ Professional Development	<ul style="list-style-type: none"> • Fully staffed with Highly Qualified teachers • Strong new staff and recruitment • Coaching for new staff 	<ul style="list-style-type: none"> • Staff ownership for all campus goals • Staff ownership for student achievement • Staff leadership growth 	<ol style="list-style-type: none"> 1. PLC collaboration for staff leadership 2. Intentional focus and discussion of responsibility and ownership
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • Effective instructional strategies • Active student engagement 	<ul style="list-style-type: none"> • Tier 1 instruction • Instructional alignment 	<ol style="list-style-type: none"> 1. Staff development for Tier 1 instruction 2. Staff planning for alignment of the intended, implemented, and the attained curriculum
Family and Community Involvement	<ul style="list-style-type: none"> • Strong families for support • Active PTA • Community partners 	<ul style="list-style-type: none"> • Better communication for parents and community • Staff responsibility for effective and timely communication 	<ol style="list-style-type: none"> 1. Intentional social media communication 2. Duty clarification for effective communication
School Context and Organization	<ul style="list-style-type: none"> • Team environment • Staff commitment 	<ul style="list-style-type: none"> • PLC refinement • Define leadership strengths 	<ol style="list-style-type: none"> 1. Improve PLC activities and staff development 2. Training in “Strengths Based Leadership”
Technology	<ul style="list-style-type: none"> • Campus Tech Coordinator • Training 	<ul style="list-style-type: none"> • Technology upgrades • More classroom devices 	<ol style="list-style-type: none"> 1. Effective teacher use of technology 2. Utilize available 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 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):

Objective: Student management practices will be established to promote the social and emotional development of all students.

Objective: 100% of teachers will improve Tier 1 behavior intervention.

Objective: Effective communication will be established with parents as an integral part of the student management process.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Dillingham will establish counseling and monitoring practices that focus on emotional and social development of all students.	Principal, assistant principals	Staff, student contracts, intervention forms	Ongoing	Counseling notes, conference notes	Student well being, decreased referrals, academic growth	Assistant principal feedback/PEIMS data	1,2
Dillingham will promote, train for, and require teacher intervention systems for effective student management.	Principal, assistant principals	Staff, "Tools for Teaching", parent notification forms	Ongoing	Teacher notes, parent notification forms	Student well being, decreased referrals, academic growth	Staff feedback/PEIMS data	1,2,4
Dillingham will develop a three tier restorative based program for behavior intervention (Student Success Intervention - SSI) consisting of SSI counseling, SSI monitoring, and ISS.	Principal, assistant principals	Staff, student management plan	August 2017	Referral forms, intervention forms	Student and teacher morale, decreased referrals, academic growth	Campus referral data, parent support/ PEIMS data	1,2
Teachers will follow management systems making at least two phone calls and or conferences prior to administrator intervention for student management concerns.	Classroom teachers, assistant principals, principal	Staff, parent notification forms	Ongoing	Parent contact forms, teacher notes, parent conference forms	Parent support, decreased referrals, academic growth	Parent support/PEIMS data	1,2
Assistant principals will involve parents in all processes involving persistent student management concerns.	Assistant principals, teachers	Staff, parents	Ongoing	Parent conference forms and notes	Parent support, decreased referrals, growth	Assistant principal feedback/PEIMS	1,2

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):

Objective: All instructional staff will improve Tier 1 instruction for all student populations.

Objective: Learning time for Tier 1, and Tier 2 instruction will be maximized for math and ELAR.

Objective: 100% of student sub groups will experience growth in reading and math towards a goal of 91% success and decreasing gaps between groups.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
All teachers will be trained in effective Tier 1 instructional strategies.	Instructional Coordinator, Principal	Staff, Instructional coordinator, training materials	August 2017	Training log, training notes	Classroom instruction	Instructional walk-throughs/ T-TESS observations	1,2,4,9
A PLC group will be established for more effective GT collaboration and instruction.	Principal	Staff	October 2017	PLC group minutes	Classroom instruction	Instructional walk-throughs, lesson plans/T-TESS	1,2,4
A new master schedule will put a focus back on Tier 1 instruction and move Tier 2 instruction back to the regular classroom.	Principal	Master schedule	August 2017	Master schedule	Classroom instruction and strategies	Instructional walk-throughs/ T-TESS	1,2,4,9
A new master schedule will increase learning time for math and ELAR instruction.	Principal	Master schedule	August 2017	Master schedule	Academic growth	Instructional observations/ student growth	1,2,4,9
SpEd classrooms will be monitored for campus wide Tier 1 instructional strategies.	Principal, assistant principals	Staff, walk-through forms	Ongoing	Eduphoria Appraise	SpEd growth	Instructional observations/ student growth	1,2,4,9
Campus Instructional Coordinator will work closely with administrative staff to monitor and model effective instruction.	Principal, Instructional Coordinator	Staff, Eduphoria, T-TESS	Ongoing	Eduphoria Appraise	Classroom instruction	Instructional observations/ student growth	1,2,9

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):

Objective: Dillingham’s Site Based Decision Making Team will be demographically representative of our community.

Objective: Dillingham will increase parent involvement events to develop relationships of support, involvement, and collaboration.

Objective: Dillingham will increase all communication to inform parents of events and activities.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Dillingham will promote and recruit a diverse population for our site-based decision making team.	Principal	Parents, community members	October 2017	Site based team members	Site based team participation	Site based team members/ community support	1,6
Dillingham will support PTA and parent involvement events such as parent breakfasts and coffee with principal	Principal	PTA members, food and drinks	Ongoing	Parent event logs	Parent participation	Event participation/ parent support	1,6
Dillingham will increase all including weekly social media challenges.	Principal, campus technology coordinator	Staff, technology	Ongoing	Weekly posts	Parent responses on social media	Information posts/community support	1,6