

Sherman Independent School District
Crutchfield Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement



Crutchfield Mission Statement

The mission of Crutchfield Elementary is to ensure academic success for every student. All staff will intervene quickly and strategically to foster one year's academic growth in every student. Using multiple sources of data, we will measure student success by the individual growth each student achieves from his or her starting point until the end of the school year. Every Crutchfield teacher and staff member will adopt a growth mindset and stay committed to teaching and modeling our PBIS expectations to support the development of a growth mindset in all students. All Crutchfield staff, regardless of assignment, will contribute to educating the whole child - academically, emotionally and socially.

Vision

Crutchfield Vision

All staff and students have a growth mindset that results in every student making at least one year's academic growth regardless of where they began.

Table of Contents

- Comprehensive Needs Assessment 5
- Demographics 5
- Student Learning 5
- School Processes & Programs 6
- Perceptions 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 11
- Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment. 12
- Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration. 15
- Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement. 18
- Goal 4: Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels. 21
- Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements. 23
- Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world. 27
- Goal 7: Sherman ISD will develop a balanced annual budget and maximize resources that are needed to achieve district priorities. 30
- Goal 8: Sherman ISD will continue to monitor and plan for district facility needs. 31
- Goal 9: Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students. 32
- State Compensatory 35
- Budget for Crutchfield Elementary School 36
- Personnel for Crutchfield Elementary School 36
- Title I Personnel 36
- Campus Leadership Team 37
- Crisis Team 38
- PBIS Team 39
- Vertical Team 40
- Addendums 41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Crutchfield Elementary School is a Title I neighborhood school that serves approximately 425 students in grades K-5. Crutchfield is located at the corner of State Hwy 11 and Wells Street, and was named after Mary Crutchfield, a long-time educator from Sherman, Texas. Crutchfield has 23 homeroom classes with 3 to 4 sections per grade level. The class sizes range from 18-23 students per class. We are a full bilingual campus with one bilingual classroom in each grade level K-5. Our school also houses the Regional Day School for the Deaf, serving deaf and hard of hearing students in grades K-5.

Crutchfield has one of the highest poverty rates in the district with 89.7% Economically Disadvantaged. 73% of our students are At-Risk and 43.4% are bilingual. This trifecta is challenging, but we are making steady growth and closing performance gaps. We have a mobility rate of approximately 14% and 5.6% of our students are categorized as Homeless. 13.1% of our students are in Special Education. Our student ethnicity breakdown is 64% Hispanic, 20% White, 8.6% African American, 9% American Indian, 5.4% Two or More.

Our professional teaching staff has an average of 14.2 years of teaching experience. This year, due to the teaching shortage, we hired five non-certified teachers through our District of Innovation process. These five teachers possess a bachelor's degrees and are enrolled in an alternative teaching program. They will complete their certification this school year and become part of the permanent professional staff. 28% of our teachers have master's degrees.

Demographics Strengths

Crutchfield maintains a strong family-oriented reputation within an established neighborhood. We are fortunate to have many multi-generational Crutchfield families whose parents and grandparents also attended Crutchfield. Many of our families remark that Crutchfield feels like home and they are excited and honored for their own children and grandchildren to attend school here. Crutchfield house the Texoma Regional Day School for the Deaf. Deaf and hard-of-hearing students from surrounding districts come to our campus to participate in general education and specialized deaf education classes. Crutchfield is a trilingual campus speaking English, Spanish, and Sign Language.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Crutchfield is in danger of losing its PTA due to a lack of parental involvement. All officers are Crutchfield staff who have served multiple years on the PTA board. The staff who are willing to serve have been in their positions for the maximum number of years allowed in our charter. **Root Cause:** Parent involvement is low. Parents are reticent to take on the responsibility of the required PTA board positions. Many of our Hispanic families are apprehensive about participating due to their lack of fluency in speaking English.

Student Learning

Student Learning Summary

Crutchfield utilizes multiple measures of data to promote and assess academic achievement. In addition to formative and summative Benchmark assessments, we use State of Texas Assessments of Academic Readiness (STAAR) scores, K-5 iReady reading data, K-5 iReady math data, mClass assessments and TELPAS ratings. Teachers focus on fostering positive relationships with students and their families to make an impact on teaching and learning. Despite challenges with COVID, Crutchfield continued to make slow but steady gains in 2022.

Crutchfield's performance on STAAR in 2022 shows the following results:

- All Subjects - 52% Did Not Meet decreased to 40%, 48% Approaches increased to 60%, 24% Meets increased to 32%, 11% Masters increased to 12%
- All ELA/Reading - 47% Did Not Meet decreased to 39%, 53% Approaches increased to 63%, 24% Meets increased to 36%, 10% Masters increased to 19%
- All Math - 49% Did Not Meet decreased to 42%, 51% Approaches increased to 58%, 27% Meets increased to 28%, 14% Masters decreased to 9%
- 5th Science - 45% Did Not Meet, 55% Approaches, 30% Meets, 2% Masters

We showed gains in Closing the Gaps and we are in an upward trajectory. The 2021 STAAR reflected the anticipated decline in both reading and math from the 2019 data. In 2023 we will continue to focus on strategic, rigorous Tier 1 instruction with an emphasis on reading with comprehension. We are in year two of our partnership with Region 10 and TEA to train and support teachers in multiple researched based teaching strategies modeled in the Effective Schools Framework. We will continue to refine research-based strategies that we learned in 2021-2022 such as Aggressive Monitoring, Least Invasive Interventions, and Exit Tickets.

Student Learning Strengths

Reading was our focus in 2021-2022. We worked extremely hard to integrate reading intervention into the classroom by pushing in our Reading Specialist during the instructional day rather than pulling students out of the classroom. This had the added value of building capacity in our classroom teachers. Crutchfield grew in Reading from a component score of 28 in 2021 to a component score of 35 in 2022. We have moved from a campus labeled as Comprehensive Support to Targeted Improvement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 71% of 3rd and 4th grade students did not meet grade level standard on Reading STAAR. **Root Cause:** We did not have an effective Tier I lesson planning process in place grounded in coaching and feedback cycles.

Problem Statement 2 (Prioritized): 63% of 3rd and 4th grade students did not meet grade level standard on Math STAAR. **Root Cause:** We did not have an effective data-driven instruction model with effective reteach plans.

School Processes & Programs

School Processes & Programs Summary

We know that one of the most integral parts of building successful future Bearcats is recruiting and retaining high-performing teachers. We continue to implement ongoing and proactive recruitment strategies aimed at recruiting high-quality candidates. Some of our strategies include using referrals from current high-performing teachers or retired teachers and targeting local sources such as Grayson County College, Austin College, Region 10 and online sources. The interview process involves time and commitment from our Campus Leadership Team in finding the best candidates that fit our Crutchfield profile. Hiring qualified teachers this year was particularly difficult as we experienced a national teacher shortage. SISD implemented a District of Innovation (DOI) plan that allowed campuses to hire teacher prospects who already held a bachelors degree. These DOI candidates are pursuing alternative teaching certifications. We hired five teachers under the DOI provision to round out our teaching staff for the 2022-2023 school year.

Crutchfield is a bilingual campus. We need additional bilingual staff, not only classroom teachers, but also instructional assistants and front office staff. At this time, only bilingual teachers receive a stipend. We believe all staff who work with students and parent and also speak a second language should receive a stipend regardless of their position.

The teachers and staff at Crutchfield are committed to delivering an instructional program that is differentiated, relevant, engaging, and challenging for all students. Our Campus Leadership Team, comprised of the Principal, Assistant Principal, Instructional Coach, Reading Specialist, Counselor, and Technology Specialist, monitors teaching and learning through formal and informal coaching with feedback, walkthroughs, evaluations, data meetings, and PLCs. Teachers work collaboratively during campus campus PLCs, district horizontal PLCs, team meetings, and campus vertical alignment meetings through meaningful discourse that focuses on executing highly effective, research based instructional practices aimed at increasing student growth and success.

School Processes & Programs Strengths

Teachers are empowered as representatives on both horizontal and vertical teams and committees in addition to being members of grade level and/or department teams. Teachers are encouraged to participate in campus leadership and decision-making opportunities as we develop and maintain our various programs, procedures and campus operations. Teachers assist in monitoring student progress toward campus and district goals. Teachers analyze student data in PLCs to drive individualized instruction aimed at improving students' academic performance.

Crutchfield continues to build a positive culture through the consistent use of PBIS strategies. We are in year two of including Communities in Schools through the Dallas Region (CISDR). The mission of CISDR is to surround students with a community of support, empowering them to stay in school and achieve in life. Crutchfield houses the Regional Day School for the Deaf. We have two certified deaf education teachers and 5 - 7 deaf education instructional aides who facilitate sign language for our deaf and hard-of-hearing students. Our Campus Planning Team is participating in training and coaching for the second year through our partnership with Texas Instructional Leadership (TIL) and Region 10.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Differentiation presents unique challenges in the classroom with such a diverse student population. **Root Cause:** With a high population of ELL's that are also part of our high population of economically disadvantaged students, teachers are challenged find multiple ways to differentiate instruction so that all students' academic and social-emotional needs are met.

Problem Statement 2 (Prioritized): Teachers are challenged daily to design and implement rigorous, researched-based instructional strategies that enable our high population of at-risk students to meet state standards. **Root Cause:** Ongoing, targeted professional development is needed to learn strategies that are effective with at-risk, ELL and economically disadvantaged students. There is also a need for targeted extended planning opportunities centered around lesson design, intervention and reteaching.

Perceptions

Perceptions Summary

Crutchfield's Leadership Team met over the summer for their annual leadership retreat. One of the main goals for our retreat was to review our vision statement and mission statement and revise if needed to better reflect the current status of our student achievement.

With the aspiration of preparing students for college, careers and postsecondary success, campus practices and policies reflect high expectations and shared ownership for student success. Staff members share a common understanding of our mission, vision and values and can explain how they are present in the daily life of the school. We strive to see academic and emotional growth in every child by meeting the diverse needs of our students and families through a culture of high expectations and a shared vision of success for all students.

A key component of a successful school is a safe and orderly environment. Administrators and teachers demonstrate high expectations for all students, using asset-based language in staff-to-staff and staff-to-student interactions centered around growth, performance, challenges, learning strategies, procedures and expectations to ensure success for all.

As a learning community, we focus on the development of positive relationships with all students and parents in order to create and sustain a home-school partnership. We regularly use our Blackboard Connect call-out system, Facebook and Class DoJo to deliver messages in Spanish and English to our students and families. We also use our marquee and social media to keep the community and families up-to-date on events and happenings, as well as highlight many of the programs and student achievements going on throughout the year.

Perceptions Strengths

Crutchfield is a neighborhood school, all students live within a two mile radius. We do not bus any students other than special education students. Crutchfield has a welcoming environment that allows families to be at ease. We embrace our parents with friendly office staff, helpful teachers, our amazing counselor and our CIS liaison to unite and build strong relationships. Many parents comment that our staff are professional and respectful at all times, willing to help in any way they can. Our truancy is low due to the concerted efforts of our AP, counselor and attendance clerk. Our students report that they feel safe and loved. Our custodial staff takes pride in our building and while it is old, it is always clean and welcoming.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students need tools and solutions to handle frustrations, deal with disappointments, conquer challenges, build friendships, and become proactive in accessing their own education opportunities. **Root Cause:** Students are entering school lacking the social skills needed to mentally and emotionally handle the challenges they encounter in school and in life.

Priority Problem Statements

Problem Statement 1: Crutchfield is in danger of losing its PTA due to a lack of parental involvement. All officers are Crutchfield staff who have served multiple years on the PTA board. The staff who are willing to serve have been in their positions for the maximum number of years allowed in our charter.

Root Cause 1: Parent involvement is low. Parents are reticent to take on the responsibility of the required PTA board positions. Many of our Hispanic families are apprehensive about participating due to their lack of fluency in speaking English.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 71% of 3rd and 4th grade students did not meet grade level standard on Reading STAAR.

Root Cause 2: We did not have an effective Tier I lesson planning process in place grounded in coaching and feedback cycles.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Differentiation presents unique challenges in the classroom with such a diverse student population.

Root Cause 4: With a high population of ELL's that are also part of our high population of economically disadvantaged students, teachers are challenged find multiple ways to differentiate instruction so that all students' academic and social-emotional needs are met.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: Students need tools and solutions to handle frustrations, deal with disappointments, conquer challenges, build friendships, and become proactive in accessing their own education opportunities.

Root Cause 6: Students are entering school lacking the social skills needed to mentally and emotionally handle the challenges they encounter in school and in life.

Problem Statement 6 Areas: Perceptions

Problem Statement 3: 63% of 3rd and 4th grade students did not meet grade level standard on Math STAAR.

Root Cause 3: We did not have an effective data-driven instruction model with effective reteach plans.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Teachers are challenged daily to design and implement rigorous, researched-based instructional strategies that enable our high population of at-risk students to meet state standards.

Root Cause 5: Ongoing, targeted professional development is needed to learn strategies that are effective with at-risk, ELL and economically disadvantaged students. There is also a need for targeted extended planning opportunities centered around lesson design, intervention and reteaching.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment.

Performance Objective 1: 100% of teachers will participate in a minimum of 30 hours of professional development according to their position requirements.

High Priority

Evaluation Data Sources: Professional Development calendar
 Professional goal(s) in T-TESS
 PLC summary sheets
 Walk-throughs with feedback and coaching.
 Reading Academy assessments and artifacts (K-3 teachers)

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal, AP and IC will monitor and provide PD based on teacher need.</p> <p>Strategy's Expected Result/Impact: All teachers will meet their T-TESS professional development goals as recorded in Strive within Eduphoria.</p> <p>Staff Responsible for Monitoring: Principal, AP and IC will participate in walk-throughs. Principals and IC will give immediate feedback to teachers. Monitor CPE hours, walk-throughs and T-TESS goals through Eduphoria.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment.

Performance Objective 2: All K-3 Teachers will participate in Reading Academies as described and required by TEA.

High Priority

Evaluation Data Sources: Module Assessments, Coaching Data, Observations, artifacts

Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment.

Performance Objective 3: All staff will create a professional goal and a Student Learning Objective (SLO) in alignment with the Campus Targeted Improvement Plan.

High Priority

Evaluation Data Sources: SLO and Goals in Strive, conference with appraiser, classroom data, district assessment data, MAP, mCLASS

Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment.

Performance Objective 4: All staff will create a personal goal that supports their professional goal and SLO.

Evaluation Data Sources: Goal recorded in Strive, supporting data and/or artifacts





Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 1: All campus leaders including principal, AP, IC, reading specialist, technology teacher, and team leads will participate in professional development that will lead to facilitation of effective Professional Learning Communities (PLCs) that build capacity of all staff members.

High Priority

Evaluation Data Sources: RELAY Projects, Coaching Feedback with Principal Supervisor

Strategy 1 Details	Reviews			
<p>Strategy 1: The Principal, AP and Instructional Coach will participate in professional development with our Region 10 TIL ESF liaisons to deepen our understanding of exemplar practices in coaching with effective feedback for our teaching staff.</p> <p>Strategy's Expected Result/Impact: All leaders will successfully attend the ten planned PD sessions throughout the school year and complete all assignments to support their campuses in meeting all state accountability standards.</p> <p>Staff Responsible for Monitoring: The Principal, AP, Instructional Coach, DCSI, and District Elementary Curriculum Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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 No Progress
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Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 2: All teaching teams will plan collaboratively to increase the rigor of Tier 1 instruction.

High Priority





Evaluation Data Sources: Lesson Plans in Forethought, PLC minutes, observations with feedback based on high leverage strategies from Get Better Faster

Strategy 1 Details	Reviews			
<p>Strategy 1: Teaching teams have a common daily planning period and weekly PLC. Lesson plans are tracked and monitored weekly.</p> <p>Strategy's Expected Result/Impact: Increased rigor in Tier 1 instruction resulting in an increase of performance on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, and IC</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
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Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 3: All stakeholders will stay informed of all district and campus initiatives and events.

Evaluation Data Sources: Weekly Update calendar, email, Blackboard Connect messages and other communication documents





Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will create and maintain a campus master calendar to keep all staff informed of campus and district-wide events including professional development, staff absences, staff meetings, PLCs, student programs and district sporting events. The Two Week Look Ahead will contain the upcoming events for the upcoming two weeks.</p> <p>Strategy's Expected Result/Impact: Consistent communication between Administration and Staff to ensure all staff are informed and aware of expectations, events and important obligations.</p> <p>Staff Responsible for Monitoring: Principal and AP</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.

Performance Objective 1: 70% or more of Crutchfield 3rd & 4th grade students will achieve the Approaches standard on STAAR Reading and Math. 40% or more of Crutchfield 3rd & 4th grade students will achieve the Approaches standard on STAAR Reading and Math. 15% or more of Crutchfield 3rd & 4th grade students will achieve the Masters standard on STAAR Reading and Math.

High Priority

Evaluation Data Sources: STAAR, MAP, mCLASS, classroom formative assessments and District Benchmark data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Minimum lesson plan criteria expectations will be implemented. Weekly feedback on critical missing pieces will be provided by administrators and IC. Teachers will use their own lesson plan template based on minimum criteria including: objective, TEKS, I can statements, learning activity with enough information to make it clear what is happening, writing component, formative or summative assessment and exemplar. Small group instruction in reading and math supports differentiated needs.</p> <p>Strategy's Expected Result/Impact: 45% of all Crutchfield students will meet grade level standards by the end of the year.</p> <p>Staff Responsible for Monitoring: Weekly Lesson Plan Tracker and Feedback Process</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.

Performance Objective 2: Teachers will collaboratively plan and participate in PLCs to fully utilize data-driven instruction (DDI) to increase student achievement.

High Priority





Evaluation Data Sources: STAAR, MAP, mCLASS, PLCs, classroom formative assessments and District Benchmark data.

Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.

Performance Objective 3: All K-3 teachers, GT, and Dyslexia teachers who did not do so in 2020-2021, will participate in the TEA Reading Academies throughout the 2021-2022 school year.

High Priority

Evaluation Data Sources: Reading Academy module completion and assessments, coaching, and artifacts.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will work independently through Reading Academy Modules in Canvas. Teachers will be observed, coached, and supported by district Reading Academy Coaches.</p> <p>Strategy's Expected Result/Impact: Improved percentage of students reading at grade level or above.</p> <p>Staff Responsible for Monitoring: Principal, AP, IC, and RA Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels.

Performance Objective 1: 100% of teachers and students will use instructional technology.

Evaluation Data Sources: Surveys, Observations of use of technology, teacher and student self reports, technology training certifications, technology created artifacts

Goal 4: Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels.

Performance Objective 2: All teachers will create a Google Classroom and become proficient in utilizing the platform as an alternative way to deliver instruction to students in addition to in-person learning. Teachers will use Google Classroom weekly to deliver some instruction so that students and teachers are prepared to transition to online learning if necessary.





Evaluation Data Sources: Google Classroom online presence including posted assignments and assessments. Collaboration with online teachers and integration of virtual lessons into all teachers' Google Classrooms.

Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 1: 90% of GT students will perform at the Meets standard or higher on all STAAR Assessments.

High Priority

Evaluation Data Sources: STAAR, MAP, mCLASS, classroom formative assessments and District Benchmark data.





Strategy 1 Details	Reviews			
Strategy 1: Principals and IC monitor GT lesson plans. GT teacher provides additional support to classroom teachers through weekly GT tips. GT teacher will participate in District GT PLC. Campus Tech teacher	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 2: All classroom teachers will provide small group guided reading.

High Priority

Evaluation Data Sources: Guided Reading data on each student, STAAR, MAP, mCLASS, classroom formative assessments and District Benchmark data.





Strategy 1 Details	Reviews			
<p>Strategy 1: All classroom teachers will provide small group guided reading to differentiate, intervene and accelerate all levels of learners as measured by MAP iReady Reading Diagnostic and mCLASS.</p> <p>Strategy's Expected Result/Impact: Improved number of students reading at or above grade level.</p> <p>Staff Responsible for Monitoring: Principal, AP, IC, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 3: All ELAR teachers will provide targeted writing instruction.

High Priority





Evaluation Data Sources: Pre and Post writing samples, writing assessments, STAAR, classroom formative assessments and District Benchmark data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Writer's Workshop as prescribed in the Lucy Caulkin's Units of Study.</p> <p>Strategy's Expected Result/Impact: Students gain writing skills to effectively share their thoughts in written expression, students will demonstrate improved scores on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, AP, IC, and lead teachers.</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 4: All classroom teachers will provide small group guided math.





Evaluation Data Sources: STAAR, MAP, iReady Math Diagnostic, classroom formative assessments and District Benchmark data.

Strategy 1 Details	Reviews			
<p>Strategy 1: All classroom teachers will provide small group guided math to differentiate, intervene and accelerate all levels of learners as measured by MAP, iReady math assessments, district benchmarks and STAAR.</p> <p>Strategy's Expected Result/Impact: Improved percentage of students scoring at the Meets and Masters level in 3-5 STAAR math.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 1: All staff will utilize PBIS and Restorative Discipline practices to ensure all students, including students with special needs, have a safe, positive and orderly school environment.





Evaluation Data Sources: PBIS meeting agendas, Discipline Data, teacher, student and parent feedback.

Strategy 1 Details	Reviews			
<p>Strategy 1: Principals, IC, counselor will model and coach teachers and staff in PBIS strategies to address behavior errors.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate an increased level of compliance with campus rules and expectations as evidenced by positive classroom climates and decreased behavior referrals.</p> <p>Staff Responsible for Monitoring: Principal, AP, Behavior Committee</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 2: All classrooms will provide weekly targeted and specific social emotional guidance lessons using the RTime curriculum.





Evaluation Data Sources: Teacher lesson plans, walk-throughs and observations, counselor consultation.

Strategy 1 Details	Reviews			
<p>Strategy 1: All K-5 classrooms will use R-Time once per week to create dialogue between students, creating opportunity to learn problem solving social conventions and manners.</p> <p>Strategy's Expected Result/Impact: Improved social emotional awareness and positive behavior.</p> <p>Staff Responsible for Monitoring: Principal, AP, and Behavior committee</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 3: All students will attend school 90% of the days offered.

Evaluation Data Sources: TEAMS attendance data, teacher classroom data

Strategy 1 Details	Reviews			
<p>Strategy 1: Truancy team will address all students immediately upon missing 3 days of school or showing frequent tardies. Strategy's Expected Result/Impact: Improved student attendance resulting in higher achievement due to access to learning opportunities. Staff Responsible for Monitoring: AP, Counselor, Attendance Clerk</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 7: Sherman ISD will develop a balanced annual budget and maximize resources that are needed to achieve district priorities.

Goal 8: Sherman ISD will continue to monitor and plan for district facility needs.

Goal 9: Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students.

Performance Objective 1: Crutchfield will increase parent and community involvement in order to enrich the educational experience for students.

Evaluation Data Sources: Documentation of communication efforts. Sign in sheets for campus events such as Open House, Meet the Teacher and Parent Conference Day. Staff and Parent surveys to assess communication effectiveness, PTA Membership.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students, staff, parents and community members will be welcomed into our school and encouraged to participate in the school environment. During the pandemic, many events will be moved to virtual events. On-campus events will resume following federal, state and county guidelines.</p> <p>Strategy's Expected Result/Impact: Increased frequency and positivity of parent communication between school and home.</p> <p>Staff Responsible for Monitoring: Counselor, principal, AP, Behavior Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 9: Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students.

Performance Objective 2: We will continue to increase PTA involvement, reaching out to parents and community members, inviting parents and teachers to join and participate in the organization. We will involve our Communities in Schools Liaison to reach out to our community and encourage their involvement at school.

High Priority





Evaluation Data Sources: Membership records, meeting agendas and sign in sheets.

Goal 9: Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students.

Performance Objective 3: Teachers will build positive relationships with students and their families.

High Priority

Evaluation Data Sources: Journal documentation in AWARE for each student, teacher documentation, notes, newsletters and Blackboard connect messages.

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will make at least one positive contact in each of the 9-week grading periods by phone or in-person.</p> <p>Strategy's Expected Result/Impact: Improved student attendance, academic performance and teacher/family relationships.</p> <p>Staff Responsible for Monitoring: Principal and AP</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Crutchfield Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Crutchfield Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dafne Stengel	Reading Specialist	1
Janna Taylor	Instructional Coach	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Instructional Coach		Curriculum design and coaching	1.0
Reading Specialist		REACH	1.0

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Delana Hutson	Kindergarten Lead Teacher
Classroom Teacher	Jasmine Quiroz	1st Grade Lead Teacher
Classroom Teacher	Amy Gardner	3rd Grade Lead Teacher
Classroom Teacher	Jessica Fulmer	4th Grade Lead Teacher
Administrator	Darla Mullins	Assistant Principal
Administrator	Leda Roelke	Principal
Non-classroom Professional	Dafne Stengel	Reading Specialist
Non-classroom Professional	Janna Taylor	Instructional Coach
Non-classroom Professional	Kallie Wilson	Counselor
Non-classroom Professional	Erin Thorpe	Techonology Specialist
Classroom Teacher	Anita Jones	5th Grade Lead Teacher
Classroom Teacher	Blanca Serrano	Bilingual Lead Teacher

Crisis Team

Committee Role	Name	Position
Administrator	Leda Roelke	Building Administrator
Paraprofessional	Heather Reyna	Central Communications
Paraprofessional	Alicia Lopez	Central Communications
Administrator	Darla Mullins	Secondary Administrator
Paraprofessional	Monique West	Nurse
Non-classroom Professional	Dafne Stengel	2nd Floor Support
Non-classroom Professional	Janna Taylor	2nd Floor Support
Non-classroom Professional	Kallie Wilson	Counselor
Non-classroom Professional	Erin Thorpe	Technology

PBIS Team

Committee Role	Name	Position
Administrator	Leda Roelke	Principal
Administrator	Darla Mullins	PBIS Coordinator
Non-classroom Professional	Dafne Stengel	PBIS Lead Teacher
Classroom Teacher	Erin Thorpe	Student Council Sponsor
Classroom Teacher	Delana Hutson	Kindergarten PBIS Representative
Classroom Teacher	Sarah Woods	1st Grade PBIS Representative
Classroom Teacher	Amber Whatley	2nd Grade PBIS Representative
Classroom Teacher	Carol Barton	3rd Grade PBIS Representative
Classroom Teacher	Kim Parr	4th Grade PBIS Representative
Non-classroom Professional	Kallie Wilson	Counselor
Paraprofessional	Misty Ward	Special Education Instructional Aide
Classroom Teacher	Chris Conklin	5th Grade PBIS Representative

Vertical Team

Committee Role	Name	Position
Non-classroom Professional	Janna Taylor	Instructional Coach
Non-classroom Professional	Dafne Stengel	K-5 ELAR Lead
Classroom Teacher	Jennifer Durham	3-5 Math Lead
Classroom Teacher	Blanca Serrano	Bilingual SLAR Lead
Classroom Teacher	Delana Hutson	K-2 Math Lead

Addendums