

Sherman Independent School District
Washington Elementary School
2023-2024 Improvement Plan

All Grit. No Quit.

too much Washington
≡ GRIT ≡ Elementary
TO QUIT is all GRIT!

Washington Elementary



Mission Statement

The Washington Elementary School Learning Community will foster an inclusive environment where all students obtain social, emotional, academic, and cultural skills to be successful in a diverse and ever changing world.

Vision

To achieve the Washington Elementary School Mission, we will work as a collaborative team to build positive relationships in order to design and deliver explicit data driven instruction in a safe environment for the success of all students.

Collective Commitments

To achieve our vision, Washington Elementary School has committed to:

- Study, clarify, align, and pace instructional resource documents such as: TRS field guides, IFD, Lead4ward resources, and pacing guides.
- Develop and implement common formative assessments and exemplars to monitor student learning.
- Monitor data to make action plans.
- Engage in meaningful staff development to grow our professional skills.
- Utilize a variety of instructional strategies to promote success for all students.
 - Social-Emotional
 - Language Acquisition

- Encompass a Variety of Learning Styles

- Implement the balanced instructional model to meet individual needs.
- Build relationships and collaborate with parents to support student growth.
- Create and maintain a positive classroom culture where each child is nurtured and celebrated.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Washington Elementary School is a Title I school that serves a population of students representing the diversity found in Sherman ISD. Approximately 497 students are currently enrolled in Kindergarten through Fifth Grade.

Enrollment as of 9/22/23 at Washington shows the following demographic data:

Student Demographic Data	
Hispanic	80.28%
African American	5.43%
White	12.68%
Emergent Bilingual (EB)	66.73%
Economically Disadvantaged	96.57%
At Risk	88.10%
Special Education	14.11%
Gifted & Talented	4.23%
Section 504	6.65%

The staff demographics according to TAPR 2022:

Staff Demographic Data	
Hispanic	55.2%
White	44.8%
American Indian	0.9%
Male	10.3%
Female	89.7%

Washington has an experienced group of teachers. The average class size ranges from 18-23 students per class. Our average years of experience for teachers is 12.9 years.

Demographics Strengths

Washington is a bilingual campus with a bilingual transitional program that promotes the development of bi-literacy for bilingual students. Many programs are provided on the campus to meet the needs of our students including ESL, Spanish and English dyslexia support, Spanish and English support in reading intervention, Gifted and Talented program, and special education programs including Resource in English and Spanish, Inclusion in English and Spanish, and Speech Therapy. We consistently have strong parent and community attendance for campus events.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Washington data trends highlight areas of continued language development and the use of verbal and written academic language to increase student achievement. **Root Cause:** Washington's data demonstrates an area of continued monitoring in EL's student performance. Washington Elementary must continue to develop our EL's listening, speaking, reading, and writing, in both their native language and English.

Student Learning

Student Learning Summary

Washington utilizes multiple measures of data: State of Texas Assessments of Academic Readiness (STAAR) scores, iReady, Unit Tests, and informal and formal assessments to promote an increase in academic achievement. We foster positive relationships and work in professional learning communities to make an impact on teaching and learning.

STAAR Data Comparison

Grade/Subject	Approach 21	Approach 22	Approach 23	Met 21	Met 22	Met 23	Master 21	Master 22	Master 23
3rd Grade Reading	68%	55%	66%	34%	12%	30%	11%	5%	10%
3rd Grade SP Reading	71%	9%	25%	24%	0%	0%	0%	0%	0%
4th Grade Reading	50%	71%	57%	29%	50%	18%	10%	18%	4%
4th Grade SP Reading	64%	20%	10%	43%	0%	0%	28%	0%	0%
5th Grade Reading		58%	77%		33%	44%		18%	19%
5th Grade SP Reading		0%	66%		0%	33%		0%	0%
3rd Grade Math	64%	32%	78%	30%	10%	50%	17%	1%	16%
4th Grade Math	59%	48%	43%	41%	19%	18%	25%	5%	4%
5th Grade Math		67%	65%		28%	28%		7%	12%
5th Grade Science		37%	48%		11%	21%		3%	4%

Washington will continue to focus on students meeting their progress measure in reading and math.

Student Learning Strengths

- Washington's 3rd grade math students scored the highest in the district with 78% of student approaching, 50% of student meeting, and 16% of students mastering.
- Washington's 3rd grade reading approach rate was higher than the district, region, and state.
- Washington's 3rd grade math met rate was higher than the district, region, and state.
- Washington's 3rd grade math mastery rate was within 3% of the state's mastery rate.
- Washington's 3rd grade Spanish math met and mastery rate was higher than the state, region, and district.
- Washington's 4th graders increased their approach rate in math from 32% as 3rd graders to 43% as 4th graders.
- Washington's 4th graders increased their met rate in math from 10% as 3rd graders to 18% as 4th graders.
- Washington's 5th grade Spanish reading approach and met rate was higher than the state, region, and district.
- Washington's 5th grade Spanish math approach and mastery rate was higher than the state, region, and district.
- Washington's 5th graders increased their met rate in math from 19% in 4th grade to 28% in 5th grade.
- Washington's 5th grade science met rate increased from 11% in 2022 to 21% in 2023.
- Washington's 5th grade science approach rate increased from 37% in 2022 to 48% in 2023.
- Washington's 5th grade reading met rate was just 3% below the state and 2% below the region and district.
- Washington's 5th graders increased their approach rate in math from 48% as 4th graders to 65% as 5th graders.
- Washington's 5th graders increased their approach rate in reading from 71% as 4th graders to 77% as 5th graders.
- Washington's 5th grade Spanish test takers increased their approach rate in reading from 20% as 4th graders to 66% at 5th graders.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Washington Elementary students are not meeting adequate annual growth measures as determined by STAAR and diagnostic assessments.

Root Cause: Planning structures and tier 1 instruction were not effectively meeting the needs of our learners.

School Processes & Programs

School Processes & Programs Summary

An integral part of Building our future Bearcats is the recruitment and retainment of the highest quality teaching staff. At Washington, most classrooms are staffed with an educator that meets the criteria as highly qualified. We have seven District of Innovation grade level teachers on campus this year. The interview process involves time and commitment to find the best candidates to fit the Washington profile.

The teachers and staff at Washington are committed to applying an instructional program that is innovative, creating, and engaging. The campus administrators monitor teaching and learning with the assistance of the Instructional Coach, through formal and informal walkthroughs, evaluations, data meetings, and PLCs. Teachers work collaboratively during team meetings, data meetings, and PLCs to have meaningful dialogues that focus on delivering the best instructional practices to increase student progress, growth, and success.

School Processes & Programs Strengths

In addition to being a member of a grade level or department team, teachers are also empowered as representatives on vertical teams and committees. Teachers are encouraged to participate in campus leadership and decision making through developing and maintaining the various programs, procedures and campus operations, as well as monitoring the progress toward campus and district goals. Teachers analyze student data in PLCs to drive individualized instruction to improve students' academic performance and growth. New teachers are provided campus mentors to help with their transition to our campus. Washington has created a positive culture through the consistent use of PBIS strategies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The design and implementation of TEKS based instruction while ensuring alignment to the rigor of the standard is challenging. **Root Cause:** Ongoing, targeted professional development is needed to deepen teacher knowledge of the TEKS to ensure adequate alignment.

Perceptions

Perceptions Summary

Washington strives to meet the diverse needs of the students and families that we serve through a focus on college readiness, a culture of high expectations and a shared vision of success for all students. 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.

A key component of every successful school is a safe and orderly environment. Washington will continue to apply our school-wide common area Positive Behavior and Intervention Support (PBIS) program. These expectations ensure a safe environment throughout the building, during lunch and recess as well as entering and leaving the building.

Communication is vital to the success of our community and family involvement. Through the use of the call-out system, messages are delivered in the two primary languages of our students and families. We also use our marquee, Class Dojo, and social media to keep the community and families up-to-date on events and happenings, as well as to highlight many of the programs and student achievements throughout the year.

Perceptions Strengths

Washington has a welcoming environment that allows families to be at ease. The friendly office staff, helpful teachers, growing PTA, and volunteers help to unite and build strong relationships. We provide multiple family events that encourage family and community participation. We celebrate student success with awards. Students have multiple leadership opportunities which include: Student Council, mentors for our younger students, and Safety Patrol to name a few.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students need social and emotional skills and supports to enable them to be successful in and out of the academic setting. **Root Cause:** Students with deficits in social and emotional intelligence must be provided with the tools necessary to develop these skills.

Priority Problem Statements

Problem Statement 1: Washington data trends highlight areas of continued language development and the use of verbal and written academic language to increase student achievement.

Root Cause 1: Washington's data demonstrates an area of continued monitoring in EL's student performance. Washington Elementary must continue to develop our EL's listening, speaking, reading, and writing, in both their native language and English.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Washington Elementary students are not meeting adequate annual growth measures as determined by STAAR and diagnostic assessments.

Root Cause 2: Planning structures and tier 1 instruction were not effectively meeting the needs of our learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The design and implementation of TEKS based instruction while ensuring alignment to the rigor of the standard is challenging.

Root Cause 3: Ongoing, targeted professional development is needed to deepen teacher knowledge of the TEKS to ensure adequate alignment.

Problem Statement 3 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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Dyslexia data

Employee Data





- Campus leadership data
- Professional development needs assessment data

Goals

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

Performance Objective 1: New staff and our DOI teachers will receive ongoing support and professional development opportunities to support their foundational year in education at Washington.

Evaluation Data Sources: Cokes and Conversation (new teacher trainings), Just in Time trainings with our Instructional Coach, coaching cycles, and our professional development calendar/Wednesday rotations

Strategy 1 Details	Reviews			
Strategy 1: We will utilize DIG (Data) Time to analyze data, discuss and plan for student needs, and plan for intervention (action plan). Strategy's Expected Result/Impact: The impact will be measured through student growth data. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Reading Specialist ESL Coordinator Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 1: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

Campus instructional leaders meet bi-weekly to focus on student progress and formative data.

Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.





Evaluation Data Sources: Bi-weekly ILT and A-Team agendas and meeting notes, data analysis and action planning

Strategy 1 Details		Reviews			
Strategy 1: Washington's weekly professional development will be aligned to campus data and identified needs. Strategy's Expected Result/Impact: The impact will be measured by (1) teacher growth in the classroom as evidenced through walkthrough and evaluation data and (2) student growth as measured through major benchmarks such as BAS and iReady. Staff Responsible for Monitoring: Principal, AP, IC Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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: Teachers will utilize the Sherman ISD C&I website/IFDs, the Washington Model of Instruction, and TEKS Resource System to ensure alignment and rigor in all parts of the lesson cycle.





Evaluation Data Sources: Lesson plans, assessments, model of instruction, Sherman ISD C&I Website, TEKS Resource System

Strategy 1 Details	Reviews			
Strategy 1: We will rely on the Washington MOI and pre-planning structures that include TEKS studies, SISD approved resources, and assessment planning, in order to deliver high quality rigorous lessons. Strategy's Expected Result/Impact: The impact will be measured through lesson planning, PLC conversations, and student growth. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Reading Specialist ESL Coordinator Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: We will plan authentic student discourse and writing opportunities using academic vocabulary aligned to the standards. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 1: Teachers will integrate technology to enhance student engagement and academic success.





Evaluation Data Sources: Lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Teachers will integrate technology into the curriculum to enhance lessons and produce authentic work. Strategy's Expected Result/Impact: The impact will be measured by evidence of students as producers rather than consumers of technology. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Digital Learning Specialist Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
<div>  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 1: All staff will implement PBIS to manage behavior, build relationships, and teach social skills.





Evaluation Data Sources: Office referral data, golden ticket celebration data, PAWS Pesos/Bearcat Bucks, Dojo Reward points, Character Trait Student of the Month

Strategy 1 Details	Reviews			
Strategy 1: Continue to support and refine PBIS and Restorative Discipline practices to support the creation of a positive school climate and culture, focused on positive reinforcement of desired behavior through consistent expectations throughout the school, ongoing staff collaboration and recognition of the demonstration of character traits. Strategy's Expected Result/Impact: The impact will be measured by decreased office referrals, decreased frequency of office referrals by individual students, and reduction in physically aggressive behaviors. Staff Responsible for Monitoring: Principal Assistant Principal PBIS Committee Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 1: Washington Elementary will increase 10% in Quintile 1 (from 21-31%), 10% in Quintile 3 (from 40-50%), and 5% in Quintile 5 (from 74-79%) as evidenced by the Reading Lead4Ward Quintile Report.





Evaluation Data Sources: (1) Teachers will utilize intervention block and after school tutoring to ensure student accelerated learning opportunities to close skill gaps.
(2) Teacher will ensure rigorous lessons are delivered in all parts of the lesson cycle.

Strategy 1 Details	Reviews			
Strategy 1: Provide additional, targeted intervention support in Reading and Math utilizing interventionists, reading specialist, and ESL Coordinator. Strategy's Expected Result/Impact: The impact will be measured by student growth data on major benchmarks such as BAS and iReady. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Tutors Reading Specialist Digital Learning Specialist ESL Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 7: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 1: Washington will enhance parent and community involvement in order to enrich the educational experience for students. Staff, students, parents, and community will feel welcome and be encouraged to actively participate in our school.

Evaluation Data Sources: Curriculum Night, Open House, Cinco de Mayo, and other family event nights, sign-in sheets, survey data

Strategy 1 Details	Reviews			
Strategy 1: Invite parents to develop parent, student, and campus partnerships through participation in scheduled Parent Teacher conferences and events. In the fall, parents and students will be invited to sign a Parent/Teacher/School Compact partnering with the campus. Strategy's Expected Result/Impact: The impact will be measured by (1) the percentage of parents participating in parent/teacher conferences in October 2021, (2) Learning Compacts, and (3) event attendance. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will utilize DIG (Data) Time to analyze data, discuss and plan for student needs, and plan for intervention (action plan).
2	1	1	Washington's weekly professional development will be aligned to campus data and identified needs.
3	1	1	We will rely on the Washington MOI and pre-planning structures that include TEKS studies, SISD approved resources, and assessment planning, in order to deliver high quality rigorous lessons.
4	1	1	Teachers will integrate technology into the curriculum to enhance lessons and produce authentic work.
6	1	1	Provide additional, targeted intervention support in Reading and Math utilizing interventionists, reading specialist, and ESL Coordinator.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Heather Wood	Principal
Administrator	Lyn Goodell	Assistant Principal
Parent	Jenny Vazquez	Parent
Business Representative	Ricky Gracia	Business Representative
Classroom Teacher	Leomar De los Angeles	Teacher
Classroom Teacher	Michael Shull	Teacher
Classroom Teacher	Carmen Davis	Teacher
Classroom Teacher	Carol Kistner	ESL Teacher
Reading Specialist	Dennise Prange	Reading Specialist
Non-classroom Professional	Sharon Gibson	Counselor
Non-classroom Professional	Courtney Casey	Instructional Coach
Community Representative	Derrick Nunn	Community Member
Classroom Teacher	Mayra Rivera	Teacher
Classroom Teacher	Cindy Ramos	Teacher
Classroom Teacher	Colby Howard	PE Teacher