

# Sherrod Elementary School

## Campus Improvement Plan

2008-2009

Arlington  
INDEPENDENT SCHOOL DISTRICT



**Campus Improvement Plan 2008-2009  
NCLB & SCE Requirements**

**Overview**

Sherrod Elementary offers our students an opportunity to learn in a diverse, "real world" setting. Students from all ethnic backgrounds are represented in our student body. We are 1% Indian, 4% Asian, 47% African American, 26% Hispanic, and 23% White. In August of 2002, Sherrod began offering a Title I Schoolwide program. Since that time, we have upgraded technology in every classroom, provided the district with its only student-run broadcast studio, developed a well-stocked leveled-book room and have placed highly-qualified instructors in every classroom.

Our staff met at the end of last year and completed a chart that addressed the Seven Components of a Highly Effective School. We looked at what we do well in regards to those 7 areas. We then addressed the ways we need to improve in order to become more effective. The last area we addressed was concerning the strategies we could implement in order to improve. The Instructional Facilitator and the principal pulled the results together. We looked at our TAKS scores and EOY test scores. TRIAND, a web-site that reports disaggregated testing data, was utilized. Many of the suggestions for improvement that center around communication with teachers and parents, differentiating instruction, vertical alignment of curriculum, skills and instruction, the use of tutors, discipline and the review of testing data are being addressed. These were the areas of greatest concern.

Our strength lies in our reading program. We saw a 1% increase overall in our reading scores, with a 7% increase with our Hispanic population. Our Special Ed. Program soared with a 24% increase in their reading scores. Sherrod has aligned its K - 2 reading program around the AISD Literacy Framework. We are providing staff developments to encourage all grade levels to differentiate within their classes. Support is provided for learning centers, leveled readers and on-going assessments. Teachers are held accountable for the learning of every child in their care, while being supported by the Sherrod staff.

Our weakness lies overall in our math program. While our fourth and sixth grades saw double digit gains in their math scores, we have much work to do throughout all grade levels to promote better scores in math. While we saw a 12% increase in the scores of our Hispanic population, we experienced a 4% drop in the scores of our African American and Special Ed students. We are working to address specific weaknesses in our program that appear to be centered on number sense and problem solving. Our teachers will be working this year on the vertical alignment for math as it relates to skills that are taught in each grade level.

**Schoolwide Component Codes:**

<b>CNA</b> -Comprehensive Needs Assessment	<b>RS</b> -SW Reform Strategies	<b>HQ</b> -Highly Qualified Staff	<b>PD</b> -Professional Development	<b>R/R</b> -Recruitment & Retention of HQ teachers
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**Campus Improvement Plan 2008-2009  
NCLB & SCE Requirements**

<b>FI-Family Involvement</b>	<b>Tr-Transition</b>	<b>Asmt-Teachers involved in assessment decisions</b>	<b>M-Effective, timely, additional assistance for Mastery</b>	<b>C/I-Coordination &amp; Integration of Federal, State &amp; Local funds</b>
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**Goal #1: To develop and implement a system of academic interventions.**

<b>Improvement Goals</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
To improve Reading scores for grades 3 - 6: Hispanic African American Eco. Disadvantaged	State Comp. Ed Funds Title 1 Funds 404 Funds (C/I)	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Teachers and Staff	August 2008 thru July 2009	Team Meetings 2x a month. Lesson Plans. Walk Thrus. Restart Data. Benchmarks. TRIAND and TAKS data.
To integrate the reading and writing program in 4 <sup>th</sup> grade to improve reading scores, while further enhancing writing skills.	State Comp. Ed Funds Title 1 Funds 404 Funds (C/I)	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Fourth Grade Team	August 2008 thru July 2009	Benchmarks. Team Meetings 2x a month. Lesson Plans. TRIAND and TAKS data.
To further implement the AISD Literacy Framework in K-6. (PD) (R/R)	State Comp. Ed Funds Title 1 Funds 404 Funds (C/I)	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Teachers K - 6	August 2008 thru July 2009	Benchmarks. DRA2 data. ERO tracking of training. Foundations participation. Lesson Plans. EOY data.
To improve Math scores for 3 – 6 grades: Hispanic African American White Eco. Disadvantaged	State Comp. Ed Funds Title 1 Funds 404 Funds (C/I)	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Teachers and Staff	August 2008 thru July 2009	Benchmarks. Team Meetings 2x a month. Lesson Plans. Walk Thrus. TRIAND and TAKS data.

**Goal #1: To develop and implement a system of academic interventions.**

<b>Improvement Goals</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
To vertically align math skills K – 6 (CNA)	404 Funds Title I Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF All Teachers	August 2008 thru July 2009	Benchmarks. Team Meetings 2x a Month. Cross Grade Level Meetings 3x a year. EOY Tests
To increase number sense in K - 2	State Comp. Ed Funds Title 1 Funds 404 Funds (C/I)	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Teachers K-2	August 2008 thru July 2009	Classroom Observations. Team Meetings 2x a month. Walk Thrus. Lesson Plans. Benchmarks EOY Tests
To increase problem solving skills with all students, in all grade levels.	State Comp. Ed Funds Title 1 Funds 404 Funds (C/I)	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF All Staff	August 2008 thru July 2009	Classroom Observations. Team Meetings 2x a month. Walk Thrus. Lesson Plans. Benchmarks EOY Tests
To improve Science scores on 5 <sup>th</sup> grade TAKS.	State Comp. Ed Funds Title 1 Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Fifth Grade Teachers	August 2008 thru July 2009	Benchmarks. Team Meetings 2x a month. Walk Thrus. Lab Check-in Sheets. Lesson Plans. Classroom Observations. TAKS.

**Goal #1: To develop and implement a system of academic interventions.**

<b>Improvement Goals</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Students identified as needing additional learning time to meet academic standards or to prevent them from dropping out, will be provided with appropriate intervention strategies based upon their needs. These decisions will be made by the Restart committee or at grade level team meetings with Principal and IF. (M)	Title I State Comp. Ed Funds 404 Funds (C/I)	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF All Staff	August 2008 thru July 2009	Benchmarks. Team Meetings 2x a month. Lesson Plans. Walk Thrus. TRIAND and TAKS data.

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
CHUMS – Program that matches teachers with at-risk students in the building that need a mentor. (CNA)	Title I Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Any teacher who chooses to participate	Weekly staffing with Principal, IF, Counselor and Restart.	Report Cards, Progress Reports of students involved.
Bimonthly team meetings with administrators to review data from Benchmarks, DRA2 and EOY assessments. Utilize data from TRIAND to plan interventions and tutoring groups. (RS) (CAN) (ASMT)	Title I Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF	August 2008 – May 2009	Benchmarks. TRIAND. Information from Testing Center
Provide staff developments on working with small groups in the K – 6 classroom. Offer support from IF and Restart Manager. (CAN) (RS) (HQ) (PD) (M)	District Funds Title I Funds Special Ed. Funds (Restart)	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Restart – Terri Nedderman	August 2008 – July 2009	Walk-Thrus Formal Observations Lesson Plans

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Early parent intervention by encouraging parents to become involved in the school. Designed the Wednesday Workers Workshop to bring parents into the school at a set time and day each week, with specific tasks to be performed. (CNA) (RS) (FI)	Student Activity Funds Title I Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall FLR	Wednesday Mornings September 2008 – June 2009	Number of parents coming each week. An increase in the number of Room Mothers. An increase in PTA involvement.
Restart – A program specifically designed to address RTI. The Restart manager and her team work side by side with the teacher to find ways to meet the academic and behavioral goals of struggling students. (CNA) (RS) (ASMT)	Special Ed Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall Restart Manager – Terri Nedderman Any teacher who chooses to participate	August 2008 – May 2009	Formal evaluation performed by Kristi Eisenhower each year. Bi-monthly Restart meetings on Monday afternoons. Restart Folders. Teacher documentation of interventions.
TAKS Camp – Specially designed intensive instructional days the week before TAKS in order to provide motivation for students to do well on TAKS and buff up on last-minute skills! (M)	State Comp. Ed Funds Title I Funds 404 Funds (C/I)	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Counselor – Sharon Kinnard	December 2008 – June 2009	TAKS

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Sharp Sharks Show Up – Attendance Incentive program to encourage students to show up and be on time! (CNA)	Student Activity Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall Attendance Clerk Homeroom Teachers	Every 6 weeks.	Attendance data
Principal will meet with students who have received a failing grade on a Report Card, Progress Report or Benchmark to encourage them to work harder and stress importance of doing a good job. To let students know that what they do – matters.(RS)	Title I Funds	Principal – Jeanine Johnson IF	Every 3 weeks	Report cards Progress reports Benchmark results
Club Investigate, Club Explore, Student Council, Recycling, Choir, Chess Club and Step Team. These are after-school activities designed to offer opportunities for students to be involved in worthwhile extra-curricular activities. (RS) (CNA)	State Comp. Ed Funds Title 1 Funds Student Activity Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Kathy Kaju Lori Dibrill Nancy Kennedy Natalie Neugent Anita Villarreal Beverly Sullivan Jillian Somers	Weekly	Decrease in Behavior referrals. Improvement in science grades in grades 3 and 4.

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	Regular School Budget	Principal	September & January	Master schedule Teacher certification Principal Attestation
To attract and retain Highly Qualified teaching staff, teachers are provided the opportunity to participate in a Master's Degree program in a core curriculum subject area. (R/R)	District Title I Funds	State & Federal Program Office	October & February	List of teachers participating in Master's program
Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment (PD)	Title I Funds State Comp. Ed Funds	Principal	December & April	ERO attendance reports
All Grade level teachers will meet twice monthly to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt)	Title I Funds State Comp. Ed Funds 404 Funds (C/I)	Principal	Twice Monthly	Teacher meeting agendas

**Goal #3: To develop subject area vertical alignment.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Vertical Alignment Teacher Study Group <ul style="list-style-type: none"> <li>- With skills as it relates to math</li> <li>- With curriculum as it relates to science</li> <li>- With instruction as it relates to reading</li> </ul> (CNA) (RS)	School Budget Funds State Comp. Ed Funds	Principal – Jeanine Johnson K – Cynthia Johnston 1 – Lezlie Langford 2 – Michele Snelson 3 – Kristi Branch 4 – Beverly Sullivan 5 – Kathy Kaju 6 – David Ragsdale	Bi- Monthly updates on progress of group until completed.	Report from study group as to the perimeters and guidelines for working together as a school to develop alignment.
Meet/Share with grade levels below and above to discuss ideas concerning alignment of curriculum, skills and instruction. This would involve all students being in the care of Fun Arts staff with additional assistance for hired subs. Grade levels would meet with the grade below them for 45 min. and then with the grade level above them for the next 45 minutes. Grade levels would rotate through the entire day. (CNA) (RS)	School Budget Funds State Comp. Ed Funds Title I Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Restart – Terri Nedderman Counselor – Sharon Kinnard All Teachers and Staff	September 2008 – May 2009	Feedback from teachers. Plan developed from meeting shared with all teachers. Administrators will participate in the meetings.

**Goal #3: To develop subject area vertical alignment.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Revamp faculty meeting time to include teams sharing with each other about curriculum, skills and instruction. It would allow faculty members to work across grade levels and subject areas to facilitate improved instruction at Sherrod. (CNA) (RS) (ASMT) (HQ)	School Budget Funds Title I Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Restart – Terri Nedderman Counselor – Sharon Kinnard All Faculty and staff	Monthly Meetings August 2008 – June 2009	Faculty Meeting Agendas Feedback from staff.
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include: Science Journals Write-To's Thinking Maps Calendar Math Problem of the Day Leveled Book Room Differentiated Instruction Computer Lab (Tr)	Title I Funds State Comp. Ed Funds 404 Funds (C/I)	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF Restart – Terri Nedderman All Faculty	August 2008 – June 2009	Lesson Plans, Computer and Leveled Book Room check-in sheets. Twice Monthly Team Meetings with Principal and IF. Walk Thrus.

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teacher communicates with parents/guardians via notes home, planner, behavior sheets, calls home, email, web page, Teleparent program (CNA) (FI)	School Budget Funds Title I Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall FLR All Staff Members	August 2008 – July 2009	Purple Title One Folders
Wednesday Folders – Heavy laminated two pocket folders with Sherrod Logo on front. Folders are stuffed each Wednesday morning and sent home in the evening. Parents know that all notes come home on Wednesday in that folder. Folders are returned the next day with any required signed papers. (CNA) (FI)	Title I Funds Student Activity Funds	Principal – Jeanine Johnson FLR	Wednesday Mornings September 2008 – June - 2009	Parent Surveys
Math Student reference guide - This is a published guide created by the teachers with basic math information and examples of certain problems. It offers information that is helpful to parents as they work with their students at home on their math homework. (CNA) (FI) (M)	Title I Funds 404 Funds	Principal – Jeanine Johnson FLR IF Team Leaders: Melanie Ransome Lezlie Langford Ann Hubble Kristi Branch Alison Felton Kathy Kaju Tena Phelps	Beginning of year	Parent Surveys

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Coffee Talk – A monthly get-together of parents for coffee and cake. Some months a topic is discussed, sometimes teachers are invited and at times a video may be shown. It helps our parents connect with each other and offers them another opportunity to be at the school. (CNA) (FI)	Title I Funds	Principal – Jeanine Johnson FLR	Monthly September 2008 – May 2009	Parent Surveys
Wednesday Workers Workshop – A time when parents can gather to work together filling Wednesday Folders for our classes. They laminate, cut out and run off papers for teachers. They get to know each other and learn how to get involved with our school. (CNA) (FI)	Title I Funds	Principal – Jeanine Johnson FLR	Weekly September 2008 – May 2009	Parent Surveys
Science Night – This is our Science Fair night. We do this on our Open House night in March. Each student’s experiment is displayed in the café. Prior to this night we open the school 2 evenings to allow families to work on their display boards. We provide back boards, poster board, markers, die cut letters and shapes, glue and scissors. It’s a great family night. (CNA) (FI)	School Budget Funds Title I Funds	Principal – Jeanine Johnson AP – Sherri Rogers IF  Science Committee  All Staff	Yearly Event	Parent Surveys TAKS Science Scores Event Evaluations

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
TeleParent – This is a new program for our school. It allows teachers to send phone messages to their parents about issues particular to their class. (CNA) (FI)	Title I Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall All Staff	Daily September 2008 – June 2009	Title One Purple Notebooks Parent Surveys
Target Parents Nights – Evenings are planned to address particular issues that pertain to certain parents in a grade level. Ex. Parents of students who need extra assistance in math, reading, writing or science. Parents are issued personal invitations, followed up with a personal phone call to invite them. Refreshments are offered after the program. (CNA) (RS) (FI) (M)	Title I Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall IF FLR Grade Level Teachers 3-6	September 2008 thru May 2009	Parent Surveys TAKS scores Event Evaluations
The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet at least twice per year to plan and evaluate family involvement events based upon campus' needs. (FI)	Title I funds - \$2,488	Principal – Jeanine Johnson FLR FIT Members	August 2008 – May 2009	Event Evaluations Staff surveys

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Campus Family Involvement Policy and Compact, which was developed by the FIT team, will be sent to all parents along with each child's first report card. Campus FI Policy will guide the Family Involvement Program. (FI)	Title I funds - \$2,488	Principal – Jeanine Johnson FLR FIT Members Homeroom Teachers	End of 1 <sup>st</sup> Six Weeks	Parent Surveys
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	Title I Funds PTA	Principal – Jeanine Johnson FLR	September 16, 2008	Event evaluation
Teachers will communicate student academic progress and assessment reports with parents every 3 weeks via Progress Reports, Report Cards. At other times teacher will use phone conferences, email, planners and notes home.(FI)	School Budget Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall Classroom Teachers	August 2008 – July 2009	Teacher documentation of communications with parents



**Goal #5: To prevent campus violence and ensure appropriate methods of intervention.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Do fire and lockdown drills on a regular basis. Some drills are scheduled. Some are not scheduled in order for students to practice knowing what to do when not aware of an impending drill. (CNA)	None Required	Assistant Principal – Sherri Rogers-Hall	August 2008 thru June 2009	Required documentation sent in to Central Office at the end of every year.
Use Color-coded badges for visitors. All staff members are reminded to question any person in the hallways who is not wearing a visitor’s badge. (CNA)	School Budget Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall All Staff	August 2008 thru July 2009	Computer documentation of sign-ins.
Boys/Girls Town training required for all staff. (CNA) (RS) (HQ)	School Budget Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall	Yearly	ERO documentation
ID Badges are required for all staff and enforced by the administration (CNA)	School Budget Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall	August 2008 thru July 2009	Budget records of badges purchased for staff.
Teachers scheduled for Duty to supervise students in morning and afternoons (CNA)	None Required	AP – Sherri Rogers-Hall	August 2008 thru July 2009	Weekly Record of Duty Assignments
Safety Patrol is staffed by our 6 <sup>th</sup> grade students who must maintain grades and behavior marks in order to serve.	School Budget Funds	AP – Sherri Rogers-Hall	August 2008 thru June 2009	Six Week Assignments

**Goal #5: To prevent campus violence and ensure appropriate methods of intervention.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Anti-Bullying Programs are presented in our classrooms by our counselor or by Pathways To Success. (RS)	School Budget Funds	Counselor – Sharon Kinnard	September 2008 thru May 2009	Feedback from teachers to Counselor.
16 Security video cameras have been installed around our campus to be able to view student and adults in our hallways, cafeteria, lobby and outdoors. System records for play back. Monitor is kept in secretary’s office and is on all day.	School Budget Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall Sec. Jeri Mattix	August 2008 thru July 2009	Lack of vandalism noted. Use of camera view back to verify student behavior.
School Counselor provides individual and group sessions with students to discuss appropriate behavior and social skills.	School Budget Funds	Principal – Jeanine Johnson AP – Sherri Rogers-Hall Counselor – Sharon Kinnard	September 2008 thru May 2009	Work with groups reported to Principal and AP as needed.

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## Campus Improvement Plan 2008-2009 Sherrod Elementary School

Foundations of Literacy Training

Project Wisdom – Helping Students Make Wise Choices

Boys and Girls Town Training

District Led Math and Science Training

Debbie Diller Materials on Differentiation

Fountas and Pinnell – Teaching for Comprehension and Fluency

Other attachments:

- SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I)
- SBDM Team List which includes parents
- List of interventions (RTI tier 2 & 3) provided at the campus (M)

## SBDM TEAM MEMBERS

Jeanine B. Johnson	Principal
Sherri Rogers-Hall	Assistant Principal
Sharon Kinnard	Counselor
Raylene Rhynes	Instructional Facilitator
Terri Nedderman	Restart
Barbara Reed	Librarian
JoAnn McDonald	Specials
Suzi Ketch	Skills
Melanie Ransome	Kindergarten
Sherri Henry	First Grade
Ann Hubble	Second Grade
Bobbie Jo Price	Third Grade
Alana Berger	Fourth Grade
Kim Humphrey	Fifth Grade
Anita Villarreal	Sixth Grade
AnnaMarie Hall	Parent
Nicole Pollard	Parent
Laurel Wells	Community Member

## System of Interventions

School: Sherrod Elementary

Priority: Reading 3 -6

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
<p>Administrator: Walk-Thrus</p> <p>Staff Development</p> <p>Team Meetings 2x Month with Principal and IF</p> <p>Analyzing Data on TRIAND</p>	<p>Administrator: Walk-Thrus that focus on particular students.</p> <p>Analyzing Data for individual students and sharing with teacher</p> <p>Meeting with individual students</p>	<p>Administrator: Focused Walk-Thrus continue</p> <p>Principal meets with teacher to discuss students' progress</p> <p>Principal provides support for teacher with additional help/materials/staff development.</p>
<p>Teacher: Differentiated Instruction – per Data from assessments, TRIAND</p> <p>Working in small groups</p> <p>Use of Thinking Maps</p> <p>Creating and Maintaining Student Journals as they relate to what they are reading</p>	<p>Teacher: Teacher either begins Restart or begins documenting and implementing interventions on their own.</p> <p>Informing Parents of area of Concern</p> <p>Small group – daily with teacher</p>	<p>Teacher: Teacher engages one-on-one tutoring</p> <p>Record of student progress is recorded daily in either Restart folder or Green folder</p> <p>Parent Conferences</p> <p>Responsible for seeking assistance from IF or administration</p>
<p>Student: Actively engaged in the learning process</p> <p>Keeping up with journaling</p> <p>Reading at home every night</p>	<p>Student: Participate in conference with teacher and/or teacher and parent</p> <p>Actively engaged in learning</p> <p>Participate in tutoring program</p> <p>Set goals for learning</p> <p>Completing assignments</p>	<p>Student: Student signs a contract for learning goals and behavior</p> <p>Actively engaged in learning</p> <p>Completing assignments</p> <p>Attends Saturday School</p>

## System of Interventions

School: Sherrod Elementary

Priority: Math, Grades 3 - 6

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
<p>Administrator: Walk-Thrus Staff Development Team Meetings 2x a month with Principal and IF Analyzing Data on TRIAND</p>	<p>Administrator: Focused Walk-Thrus that focus on Particular students Analyzing Data for individual students and discussing with teacher Meeting with individual students</p>	<p>Administrator: Focused Walk-Thrus continue Principal meets with teacher to discuss students' progress Provide funds for Extended Day tutoring and Saturday School Principal provides support for teacher with additional help/materials/staff development</p>
<p>Teacher: Teacher presents engaging lessons Assessments are done daily Will use manipulative Instruction is driven by assessments Problem solving skills are developed by use of Exemplars, Problem of the Day, etc. Teacher differentiates her instruction according to Data</p>	<p>Teacher: Teacher will either go thru Restart or will implement daily interventions and record progress on a daily basis. Teacher will provide small group instruction daily Conference with parent to make them aware of concerns</p>	<p>Teacher: Teacher will continue with Restart of Green folder documentation and interventions. Teacher will meet with parents and inform of progress Teacher will provide one-on-one instruction daily Teacher will request assistance as needed from IF or administration</p>
<p>Student: Must be engaged in learning  Must be completing assignments  Math journaling</p>	<p>Student: Must be engaged in learning  Must be completing assignments  Participate in parent conferences  Set goals for learning</p>	<p>Student: Participates in daily one-on-one work with teacher. Signs a contract for learning goals and behavior Completing assignments Attends Saturday School</p>

## System of Interventions

School: Sherrod Elementary

Priority: Science 5<sup>th</sup> Grade

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
<p>Administrator: Walk-thrus during Science Staff developments for 5<sup>th</sup> grade teachers Vertical alignment for Science program shared with all grade levels Team Meetings with Principal and IF 2x a month Analyze Data on TRIAND</p>	<p>Administrator: Walk-thrus during Science Provide funds to assist with science program Science lab sign-in for 5<sup>th</sup> grade classes  Analyze individual students data on TRIAND and share with teacher  Meet with individual students</p>	<p>Administrator: Focused walk-thrus during science Meet with individual teachers about their concerns Provide needed support for science program</p>
<p>Teacher: Present engaging science lessons on a daily basis Introduce and review science vocabulary on a daily basis Make regular use of science lab Provide and encourage use of science journaling</p>	<p>Teacher: Teach in small groups based on regular assessments Inform parents of particular concerns Seek additional assistance from IF</p>	<p>Teacher: Teacher provides one-on-one tutoring for student Teacher conferences with parents, student and principal Teacher seeks assistance with particular needs in relation to struggling student.</p>
<p>Student: Engages in learning  Completes assignments  Writes in science journal</p>	<p>Student: Engages in learning  Completes assignments  Writes in science journal  Participates in small groups  Meets with principal</p>	<p>Student: Engages in learning  Completes assignments  Writes in science journal and brings to meeting with principal.  Participates in Saturday school and/or extended day.</p>

## Sherrod Elementary School Campus Improvement Plan 2008-09

<b>Grade 3 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	82	93%	85	91%	-2%	83	90%	0%	90%	
<b>Afri Amer</b>	32	94%	40	88%	-6%	27	89%	1%	90%	
<b>Hispanic</b>	11	91%	18	89%	-2%	22	91%	2%	92%	1%
<b>White</b>	32	97%	24	100%	3%	29	93%	-7%	94%	1%
<b>Eco Disadv</b>	42	90%	45	87%	-4%	49	86%	-1%	89%	3%
<b>LEP</b>	16	81%	11	73%	-9%	21	81%	8%	85%	4%
<b>SpEd</b>	1	*	2	*	*	1	*	*		

  

<b>Grade 4 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	77	81%	73	81%	0%	83	77%	-4%	90%	13%
<b>Afri Amer</b>	27	63%	35	80%	17%	39	72%	-8%	90%	18%
<b>Hispanic</b>	15	80%	9	89%	9%	20	80%	-9%	91%	11%
<b>White</b>	28	93%	24	79%	-14%	22	86%	7%	94%	8%
<b>Eco Disadv</b>	44	77%	39	79%	2%	43	72%	-7%	89%	17%
<b>LEP</b>	12	83%	6	83%	0%	12	75%	-8%	85%	10%
<b>SpEd</b>	2	*	1	*	*	3	*	*		

  

<b>Grade 5 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	84	88%	78	96%	8%	78	92%	-4%	93%	1%
<b>Afri Amer</b>	28	86%	29	90%	4%	41	93%	3%	94%	1%
<b>Hispanic</b>	24	83%	16	100%	17%	8	88%	-13%	91%	4%
<b>White</b>	28	93%	26	100%	7%	24	96%	-4%	96%	0%
<b>Eco Disadv</b>	43	84%	41	93%	9%	38	89%	-3%	90%	1%
<b>LEP</b>	10	60%	5	100%	40%	6	83%	-17%	83%	0%
<b>SpEd</b>	7	86%	*	*	*	2	*	*		

  

<b>Grade 6 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	75	96%	85	93%	-3%	59	97%	4%	98%	1%
<b>Afri Amer</b>	27	96%	34	91%	-5%	24	92%	0%	93%	1%
<b>Hispanic</b>	10	100%	18	83%	-17%	11	100%	17%	95%	-5%
<b>White</b>	30	97%	29	100%	3%	18	100%	0%	98%	-2%
<b>Eco Disadv</b>	34	94%	44	91%	-3%	30	93%	2%	90%	-3%
<b>LEP</b>	3	*	4	*	*	1	*	*		
<b>SpEd</b>	2	*	4	*	*	2	*	*		

## Sherrod Elementary School Campus Improvement Plan 2008-09

<b>Grade 3 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	87	75%	86	69%	-6%	80	65%	-4%	72%	
<b>Afri Amer</b>	36	69%	40	60%	-9%	25	52%	-8%	60%	
<b>Hispanic</b>	11	82%	19	63%	-19%	22	68%	5%	70%	2%
<b>White</b>	33	82%	24	92%	10%	28	75%	-17%	80%	5%
<b>Eco Disadv</b>	47	68%	45	58%	-10%	49	57%	-1%	65%	8%
<b>LEP</b>	16	69%	11	45%	-23%	21	48%	2%	60%	12%
<b>SpEd</b>	4	*	3	*	*	3	*	*		

  

<b>Grade 4 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	78	79%	73	71%	-8%	83	81%	9%	75%	-6%
<b>Afri Amer</b>	28	54%	35	71%	18%	39	69%	-2%	70%	1%
<b>Hispanic</b>	15	100%	9	56%	-44%	21	90%	35%	75%	-15%
<b>White</b>	28	89%	24	79%	-10%	21	95%	16%	80%	-15%
<b>Eco Disadv</b>	45	73%	39	67%	-7%	42	81%	14%	70%	-11%
<b>LEP</b>	12	92%	6	67%	-25%	12	92%	25%	65%	-27%
<b>SpEd</b>	2	*	1	*	*	9	22%	*		

  

<b>Grade 5 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	85	86%	80	86%	0%	78	77%	-9%	84%	7%
<b>Afri Amer</b>	29	83%	30	73%	-9%	41	71%	-3%	74%	3%
<b>Hispanic</b>	24	75%	17	88%	13%	9	78%	-10%	91%	13%
<b>White</b>	28	96%	26	96%	0%	23	91%	-5%	95%	4%
<b>Eco Disadv</b>	44	80%	43	74%	-5%	38	68%	-6%	87%	19%
<b>LEP</b>	10	60%	6	67%	7%	6	50%	-17%	94%	44%
<b>SpEd</b>	8	88%	1	*	*	3	*	*		

  

<b>Grade 6 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	76	83%	85	78%	-5%	57	89%	12%	85%	-4%
<b>Afri Amer</b>	27	74%	34	76%	2%	22	82%	5%	84%	2%
<b>Hispanic</b>	11	91%	18	78%	-13%	11	91%	13%	85%	-6%
<b>White</b>	30	87%	29	76%	-11%	18	94%	19%	93%	-1%
<b>Eco Disadv</b>	35	74%	45	76%	1%	30	83%	8%	75%	-8%
<b>LEP</b>	3	*	4	*	*	1	*	*		
<b>SpEd</b>	3	*	4	*	*	2	*	*		

## Sherrod Elementary School Campus Improvement Plan 2008-09

<b>Grade 4 TAKS-Writing</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	77	88%	74	85%	-3%	81	91%	6%	92%	1%
<b>Afri Amer</b>	28	86%	36	83%	-2%	38	92%	9%	93%	1%
<b>Hispanic</b>	14	86%	9	100%	14%	20	85%	-15%	87%	2%
<b>White</b>	28	89%	24	83%	-6%	21	100%	17%	100%	0%
<b>Eco Disadv</b>	45	84%	40	83%	-2%	41	93%	10%	94%	1%
<b>LEP</b>	12	83%	6	83%	0%	11	82%	-2%	87%	5%
<b>SpEd</b>	2	*	1	*	*	2	*	*		

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<b>Grade 5 TAKS-Science</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	89	69%	80	83%	15%	76	67%	-16%	75%	8%
<b>Afri Amer</b>	33	61%	31	69%	8%	39	64%	-5%	79%	15%
<b>Hispanic</b>	24	63%	16	87%	24%	9	56%	-31%	70%	14%
<b>White</b>	28	79%	26	92%	14%	23	78%	-14%	84%	6%
<b>Eco Disadv</b>	48	63%	42	75%	13%	36	67%	-8%	76%	9%
<b>LEP</b>	10	30%	6	60%	30%	6	33%	-27%	65%	32%
<b>SpEd</b>	8	50%	3	*	*	3	*	*		



**Campus Improvement Plan 2008-2009**  
 Sherrod Elementary

**State Compensatory Education**

**Intended Purpose - to increase the academic achievement and reduce the drop out rate of students**

**Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC**

<b>Description</b>	<b>Acct Code</b>	<b>Original Budget</b>	<b>09/30/2008 Budget</b>
Comp. Ed. Budget			
SUBSTITUTE TEACHERS	199.11.6112.00.134.9.30.0.04	0.00	300.00
TUTORIAL SERVICES	199.11.6119.02.134.9.30.0.00	38,280.00	38,280.00
MEDICARE	199.11.6141.00.134.9.30.0.04	0.00	4.35
FICA	199.11.6141.01.134.9.30.0.04	0.00	18.60
SUBSTITUTE TEACHERS	199.13.6112.00.134.9.30.0.00	0.00	150.00
MEDICARE	199.13.6141.00.134.9.30.0.00	0.00	3.00
FICA	199.13.6141.01.134.9.30.0.00	0.00	10.00
SAL & WAGES-SUPPORT PERS	199.31.6129.00.134.9.30.0.00	20,684.66	20,684.66
MEDICARE	199.31.6141.00.134.9.30.0.00	288.39	288.39
<b>TOTAL</b>		<b>59,253.05</b>	<b>59,739.00</b>
FTE Count			
PERSONNEL			1.00
<b>TOTAL</b>			<b>1.00</b>



**Campus Improvement Plan 2008-2009**  
 Sherrod Elementary

**Title I, Part A:**

**Intended Purpose - to enable all children to meet the state student performance standards**

**Intended Beneficiaries - students who experience difficulties mastering the state academic achievement standards**

<b>Description</b>	<b>Acct Code</b>	<b>Original Budget</b>	<b>09/30/2008 Budget</b>
FTE Count			
PERSONNEL			2.00
<b>TOTAL</b>			<b>2.00</b>
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.134.9.24.0.00	162,814.00	49,067.00
EXTRA DUTY-TEACH/OTH PROF	211.11.6119.01.134.9.24.0.00	0.00	10,000.00
TUTORIAL SERVICES	211.11.6119.02.134.9.24.0.00	1,825.00	41,825.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.134.9.24.0.00	0.00	1,500.00
EXTRA DUTY-SUPPORT PERS	211.11.6121.00.134.9.24.0.00	0.00	10,000.00
MEDICARE	211.11.6141.00.134.9.24.0.00	0.00	1,630.00
HEALTH INSURANCE	211.11.6142.01.134.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.11.6146.00.134.9.24.0.00	0.00	8,519.00
TRS-CARE CONTRIBUTION	211.11.6146.01.134.9.24.0.00	0.00	427.00
READING MATERIALS	211.11.6329.00.134.9.24.0.00	0.00	600.00
GENERAL SUPPLIES	211.11.6399.01.134.9.24.0.00	28,661.00	40,342.00
STUDENT TVL*NO AISD BUSES	211.11.6412.00.134.9.24.0.00	0.00	300.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.134.9.24.0.00	0.00	2,000.00
SUBSTITUTE TEACHERS	211.13.6112.00.134.9.24.0.00	0.00	5,000.00
MEDICARE	211.13.6141.00.134.9.24.0.00	0.00	73.00
FICA	211.13.6141.01.134.9.24.0.00	0.00	310.00
MISC PURCH & CONTR SERV	211.13.6299.00.134.9.24.0.00	3,000.00	3,000.00
EMPLOYEE TRAVEL	211.13.6411.00.134.9.24.0.00	3,351.00	1,051.00
EXTRA DUTY-SUPPORT PERS	211.61.6121.00.134.9.24.0.00	0.00	150.00

SAL & WAGES-SUPPORT PERS	211.61.6129.00.134.9.24.0.00	0.00	15,889.00
MEDICARE	211.61.6141.00.134.9.24.0.00	0.00	233.00
HEALTH INSURANCE	211.61.6142.01.134.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.134.9.24.0.00	0.00	1,216.00
TRS-CARE CONTRIBUTION	211.61.6146.01.134.9.24.0.00	0.00	279.00
GENERAL SUPPLIES	211.61.6399.01.134.9.24.0.00	2,488.00	2,488.00
EMPLOYEE TRAVEL	211.61.6411.00.134.9.24.0.00	150.00	150.00
MISC OPERATING EXPENSES	211.61.6499.00.134.9.24.0.00	200.00	200.00
<b>TOTAL</b>		202,489.00	202,489.00