



Sherman ISD District Improvement Plan

2017-2018

”A school system characterized by an
unrelenting passion for excellence”

Sherman ISD Vision: Equity and Excellence in Action



Sherman ISD Mission: To ensure that each student is equipped to excel in our changing environment, through a school system characterized by an unrelenting passion for excellence.

Graduate Profile: To graduate 100% of our students who are equipped: with strong academic skills in the core subject areas, to think critically and problem solve, to interact and communicate effectively with positive and responsible decision making

Sherman ISD Beliefs:

- We believe that each student can learn and will learn.
- We believe in clearly defined Goals that set high expectations for student learning.
- We believe in the value of parents as children's first and best teachers.
- We believe in the value of each employee and the importance of their personal and professional growth.
- We believe in shared decision making and personal accountability at all levels.
- We believe the community must actively participate in the development of our children.
- We believe that all programs and departments should be effective and efficient operations.
- We believe that all environments should be safe, orderly, and culturally responsive.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education

system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Sherman Independent School District Goals and Objectives

A nurturing environment will be established in Sherman ISD.

*Sherman ISD will hire, train and retain high quality personnel in a supportive working environment.
Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.*

Research-based instructional practices will be used in all Sherman ISD classrooms to improve student learning and student opportunities.

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

Technology will be integrated into the instruction of classrooms at all campuses.

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

Sherman ISD will provide a proactive approach to build and expand co-curricular and extra-curricular activities for students.

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

Sherman ISD will provide students relevant and meaningful exposure to vocational work experiences.

*Sherman ISD will empower, engage and equip students for success in a diverse and complex world.
Sherman ISD will develop a balanced annual budget and maximize resources that are needed to achieve district priorities.*

School facilities will be evaluated and a plan for new construction, renovations and updates will be developed.

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

Parents and community members representative of Sherman ISD demographics will be involved in district and campus initiatives and the educational experience of students.

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

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2017-18

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none">• Diversity in student and staff population	<ul style="list-style-type: none">• Diversity Support• ESL Population is growing--Latino and Burmese	<ol style="list-style-type: none">1. Newcomer support2. Translators for our two main languages3. Aligned instructional model to meet the needs for ELLs
Student Achievement	<ul style="list-style-type: none">• STAAR Science• 2014 Graduation rate 99.2% (6-yr. Longitudinal) and 95.9% (Federal) above the state average 90.9% and 90.4%• Special Education Early Childhood rate 30.8• Composite ACT score 22%• 78% 2015 Graduates on Recommended plan or above	<ul style="list-style-type: none">• Sped STAAR Writing 22%• Sped STAAR passing rate for all tests 29%• LEP STAAR Reading 54 % (18% below SISD all students)	<ol style="list-style-type: none">1. Special Education academic performance in all subjects2. ELL academic performance in all subjects3. There has been no significant increase in student achievement over the past three years (satisfactory or advanced)

School Culture and Climate	<ul style="list-style-type: none"> Sped ISS Placements 26.04% 	<ul style="list-style-type: none"> Students report fighting and bullying as their top two concerns on the climate survey Sped OSS Placements 68.1% African American Disproportionality Rate 6.42% Sped DAEP Placements 82.3% 	<ol style="list-style-type: none"> Disproportionate placement of African American and Special Education students through discretionary disciplinary removal. Students and staff need to feel safe Staff expresses a need for better communication and responsiveness to teacher/staff voice
Staff Quality/ Professional Development	<ul style="list-style-type: none"> All campuses met HQ for 16-17 Significant efforts for recruitment Turnover rates lower than the state Starting salary increase \$43K to \$46K Lower teacher turnover at Wakefield Elementary Improved Athletic Coaching stipends Improved starting salaries for all categories 	<ul style="list-style-type: none"> High teacher turnover at Sherman HS Shortage of fully certified Bilingual Teachers Salaries for experienced teachers are well below other schools in the area Loss of teachers to other districts due to salary/benefits 	<ol style="list-style-type: none"> Improve retention of all professional staff The District started the school year with vacancies in deaf-ed, bilingual, and CTE classes
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> K-8 Common curriculum alignment 	<ul style="list-style-type: none"> Many different intervention resources are being used at different campuses 	<ol style="list-style-type: none"> Curriculum fidelity in grades 9-12 Alignment of all intervention resources

	<ul style="list-style-type: none"> ● Teacher participation in Teaching and Learning Rounds ● Common Assessments ● District Instructional Focus--Differentiation ● Increased Instructional coaches to place one FTE at most campuses ● Vibrant PLC process: PLC/DLTs 	<ul style="list-style-type: none"> ● K-12 does not follow a district aligned writing process 	<ol style="list-style-type: none"> 3. Alignment for K-12 Writing
Family and Community Involvement	<ul style="list-style-type: none"> ● Programs available for parents ● Activities available for parents 	<ul style="list-style-type: none"> ● Teachers perceive that parents aren't involved ● Parent involvement varies greatly between schools 	<ol style="list-style-type: none"> 1. Parent participation varies greatly between schools
School Context and Organization	<ul style="list-style-type: none"> ● Strong Professional Learning Communities at the District and Campus level (DLTs and CLTs) 		
Technology	<ul style="list-style-type: none"> ● All campuses are connected via a fiber optic network. ● All classrooms have a teacher computer, document camera, projector, and printer. ● Teachers believe technology improves learning. 	<ul style="list-style-type: none"> ● Internet bandwidth is inadequate to support instructional needs ● Technology professional development 	<ol style="list-style-type: none"> 1. Infrastructure cannot keep up with demand of technology need 2. Wireless infrastructure is not adequate to support additional devices 3. Student access to devices

A nurturing environment will be established in Sherman ISD.

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

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

Performance Objective(s):

Objective 1.1 –100% of teachers and staff will report satisfaction on all areas of the district climate survey.

Objective 1.2 –100% of teachers will meet Proficient or above on all 3 of 4 Dimensions of the district Appraisal system

Objective 1.3–100% of Campus Leaders will participate in collaborative team settings both locally and district wide.

Summative Evaluation: Climate Surveys,

Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Formative Reviews				Title I School wide Components (Code by #)
			Oct	Jan	Apr	Jun	
Campus teachers participate in local Professional Learning Communities on regular basis to engender a supportive and collaborative professional environment.	Campus Principals, Instructional Coaches, Directors	Teacher TTESS Goals, Teacher self-reports,					10
Campus Administrators will participate in the TPESS evaluation system and will create professional goals for such. All Goals are aligned to Campus and Distract Goals.	Assistant. Superintendent of C and I , Campus Principals	TPESS Goals attained Surveys Alignment					
SISD assistant principals will meet monthly to focus on specific needs of their role including instruction, discipline, and student relationships.	Assistant. Sup of C and I,	Surveys, anecdotal comments, Professional Goals Eduphoria					
Campus Principals will participate in goal setting with all teaching staff for TTESS.	Director of Elementary Education	TTESS Goals, TTESS Walk throughs					

Recruit certified candidates at educator job fairs including regional and university recruitment events.	Executive Director of HR	Attend a minimum of ten job fairs.					
Address staffing shortage for bilingual programs by networking with area universities and recruitment from across the state.	Bilingual/ESL Coordinator Executive Director of HR	Bilingual Waivers, Employment Data					
Use the Gallup Teacher and Principal Insight tool with applicant to identify talent in teacher candidates.	Executive Director of HR	Gallup Report Data					
Maintain competitive salary structure through the use of the TASB model and salary survey.	Executive Director of HR	TASB Salary Survey Data Teacher Retention Data					
Participate in TERRP plan (401(a) match) designed to retain employees, encourage employees to save for retirement and improve employee attendance.	Executive Director of HR	Employee Attendance Data 403(b) / 457 Participation Teacher Retention Data					
Provide employee longevity incentives at the employees' five year anniversary marks.	Executive Director of HR	Teacher Retention Data					
Pay salary supplements for core and acute shortage areas as needed.	Executive Director of HR	SISD Pay Plan					
Develop and implement a plan for each school to utilize PBIS and a relational model of discipline	Assistant Superintendent of Curriculum and Instruction	Reduced Discipline Referrals					

Research-based instructional practices will be used in all Sherman ISD classrooms to improve student learning and student opportunities.

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

Performance Objective(s):

Objective — All campuses will receive the “Met Standard” rating .

Objective — All Campuses will exceed the System Safeguard standards for all student populations.

Summative Evaluation:

Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Formative Reviews				Title I School wide Components (Code by #)
			Oct	Jan	Apr	Jun	
Leverage the use of the Texas Resources System and other curricular programs to align curriculum and instruction vertically across all grade levels-	Assistant Superintendent of Curriculum and Instruction	Curriculum documents PLC documentations, Increased student achievement in formative and summative assessments.					
Provide professional development opportunities for teachers, principals and assistant principals in ARD procedures	Assistant Superintendent of Curriculum and Instruction, Director of Sped,	District wide use of ARD model, Better aligned placement of Students identified a Special Education Eduphoria records					
Implement a district wide plan to utilize a Universal Screener that will provide formative data on student skills and help to determine intervention levels and instruction.	Assistant Superintendent of Curriculum and Instruction	MAP data iStation Data Intervention Data across campuses Student Assessment					

Leverage instructional time to focus on literacy development and math skills in K-5 utilizing the role of the Instructional Coach	Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, Instructional Coaches						
Leverage the times designated in the District Calendar for PLCs that includes all instructional leaders and teachers which will focus on TIER 1 Instruction	Assistant Superintendent of Curriculum and Instruction	Training materials, Increased use of Instructional time , Walkthrough Data					
Ensure that teachers and principals are leveraging the TTESS model to improve instruction	Assistant Superintendent of Curriculum and Instruction, Director of Elementary education	TTESS Goals, Walk through Data, Increased student achievement in formative and summative assessments					
Support the implementation of high yield instructional strategies for all teachers K-12	Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education, Instructional Coaches	Increased student achievement in formative and summative assessments					
Provide support and Professional Development on the initiative of PLCs within all grade levels.	Assistant Superintendent of Curriculum and Instruction,	Eduphoria Records PLC agendas					

	Director of Teaching and Learning						
Leverage the FOCUS School Funding for Piner, SHS, Dillingham and Neblett to increase teaching time on Tier 1 in Math and Reading	Assistant Superintendent of Curriculum and Instruction, Principals	Teacher Schedules, Tutoring and supplemental instructional schedules					
Provide monthly instructional learning for Principals and Assistant Principals.	Assistant Superintendent of Curriculum and Instruction,	Increased student achievement in formative and summative assessments					
Provide monthly training on Coaching to Instructional Coaches and create and implement a plan of action to leverage the time they work with teachers.	Assistant Superintendent of Curriculum and Instruction, Director of Elementary Education	Instructional Coach role definition Instructional Coach schedules Instructional Coach training					
Seek out and leverage resources to build capacity within our Campus Instructional Leaders such as the Deloitte Training.	Assistant Superintendent of Curriculum and Instruction	Plan of action					

Technology will be integrated into the instruction of classrooms at all campuses.

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

Performance Objective(s):

Objective –100% of SISD staff will be digitally literate.

Objective – 100% of SIS students will be digitally literate.

Summative Evaluation:

Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Formative Reviews				Title I School wide Components (Code by #)
			Oct	Jan	Apr	Jun	
Create a report of how technology is being use in the classroom at all grade levels,	Director of Technology	Report					
Develop recommendations for additional devices by device, grade level, and content area.	Director of Technology	List of recommendations					
Integrate technology TEKSs in all Social Studies classes in 5-8	Director of Technology	Assessment of TA TEKS for 5-8					

Develop a matrix that can be utilized by all staff to identify effective use of technology in all classrooms.	Director of Technology	Matrix					
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Sherman ISD will provide a proactive approach to build and expand co-curricular and extra-curricular activities for students.

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

Performance Objective(s):

Objective —Increase the involvement of students in extracurricular activities in all grade levels k-12.

Summative Evaluation:

Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Formative Reviews				Title I School wide Components (Code by #)
			Oct	Jan	Apr	Jun	
Ensure all students are participating in school sponsored clubs, organizations and events.	Assistant Superintendent of Student Engagement, Campus Principals	Lists of Clubs and Organizations, Participation Data					
Expand opportunities for afterschool clubs and organizations that focus on academics and technology at all schools.	Assistant Superintendent of Student Engagement, Campus Principals	Lists of Clubs and Organizations, Participation Data					
Offering a STEM activity for elementary schools	Assistant Superintendent of Student Engagement, Coordinator of Post-Secondary and CTE	Scratch Coding club Sim					

All CTE programs offer CTSO's	Assistant Superintendent of Student Engagement, Coordinator of Post-Secondary and CTE	Each career cluster offered is a part of student organization. If one is not available SkillsUSA will be the back up					
Increased awareness of fine arts within the community engaging students and community	Assistant Superintendent of Student Engagement, Principal Piner Middle school	Art club at Piner MS Art gallery production Art competition Musical theater production					

Sherman ISD will provide students relevant and meaningful exposure to vocational work experiences.

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

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

Performance Objective(s):

Objective: Enrollment in Advanced courses such as AP courses will increase by 10%.

Objective: Student participation in dual credit courses will increase by 10%.

Objective: Student completion of two or more courses in a CTE pathway will increase by 10%.

Summative Evaluation:

Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Formative Reviews				Title I School wide Components (Code by #)
			Oct	Jan	Apr	Jun	
Initiate and support the implementation of Naviance with all students in grades 6-12	Assistant Superintendent of Student Engagement, Director of CTE, Counselors	4 year plans in Naviance for 8 th and 9 th graders.					
Increase dual credit opportunities for students with local colleges.	Assistant Superintendent of Student Engagement, Director Of CTE, High School Principal	Increased enrollment in dual credit courses					
Develop #buildingbearcats 2 college (BB2C)	Assistant Superintendent of Student	Creating opportunities for our students to earn college hours towards an associate's degree and					

	Engagement, Director of Post Secondary and CTE, Counselors, High School Principal	common core to transfer into 4-year institutions					
Increase the number of licenses and certifications available to students in the CTE program	Assistant Superintendent of Student Engagement, Director Of CTE	Increased list of certifications for 2017-2018 school year					
Implement the use of PSAT Potential to identify prospective AP students and encourage enrollment in AP courses.	Assistant Superintendent of Student Engagement, Assistant Superintendent of Curriculum and Instruction	Increased enrollment in AP courses					
Explore the possibility of open enrollment (few or no required prerequisites) for advanced courses such as Pre-AP and AP.	Assistant Superintendent of Student Engagement, Assistant Superintendent of Curriculum and Instruction	Increased enrollment in AP and Pre AP courses.					
Create and Implement a plan to increase the number of sophomores taking PSAT and follow up with these students in preparing them for SAT, etc.	Assistant Superintendent of Curriculum and Instruction, High School Principal	Plan					

Create and Implement a plan to recognize scholarly work from DUKE TIP, PSAT, ACT etc in a public forum called the Superintendent's Scholar Reception	Assistant Superintendent of Curriculum and Instruction	Superintendent's Scholar event					
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School facilities will be evaluated and a plan for new construction, renovations and updates will be developed.

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

Performance Objective(s):

Objective –Maximize Finances for Sherman ISD

Objective –Provide exceptional facilities for Sherman ISD

Objective -- Maintain superb financial position in Sherman ISD

Summative Evaluation:

Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Formative Reviews				Title I School wide Components (Code by #)
			Oct	Jan	Apr	Jun	
Identify and implement cost-savings and revenue generating strategies.	Assistant Superintendent of Finance	Fund Balance					
Empower a Citizens Advisory Committee focused on long range planning.	Assistant Superintendent of Finance	Meeting Agendas					
Implement a long range facility plan to address aging facilities, enrollment growth, and innovative programs.	Assistant Superintendent of Finance	Facility Plan					
Achieve superior FIRST rating.	Assistant Superintendent of Finance	Superior FIRST Rating					
Continue to obtain high marks on external financial audits	Assistant Superintendent of Finance	Audit Reports					
Carry SISD Fund Balance equal to or greater than two months of operating expenditures.	Assistant Superintendent of Finance	Audit Reports					

Parents and community members representative of Sherman ISD demographics will be involved in district and campus initiatives and the educational experience of students.

Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students

Performance Objective(s):

Objective — 100% of parents will report feeling welcome and essential in their student’s school(s) on the parent survey.

Objective — 100% of parents and community members surveyed will report satisfaction in their level of involvement in SISD.

Summative Evaluation:

Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Formative Reviews				Title I School wide Components (Code by #)
			Oct		Apr	Jun	
SISD will create a district wide PTA/PTO organization that supports the local campus PTA/PTO.	Assistant Superintendent of Student Engagement	Meeting Agendas Increased number of PTAs					
Implement a strategic communication plan that informs our community of student successes and accomplishments and fosters a greater understanding and support of SISD.	Assistant Superintendent of Student Engagement, Director of Communication	Communication Plan					
Create and implement a strategic plan to increase Sherman ISD presence in community events.	Assistant Superintendent of Student Engagement, Director of Communication	List of Events					

Create a well-defined transition plan for all grades that includes parents, students, teachers and the community	Assistant Superintendent of Curriculum and Instruction, Principals	Communicated Plan with dates and events				
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Sherman ISD

Required Trainings and Mandates

The district ensures that all teachers and staff with student contact will have training including:

Blood Borne Pathogens

Bullying

Child Abuse and Neglect

Suicide Prevention

Section 504

FERPA

Copyright Law

Teen Dating Violence (grades 7-12)

SHAC and Coordinated Health



“A school system characterized by an unrelenting passion for excellence”

