

Sherman Independent School District

District Improvement Plan

2022-2023

Accountability Rating: C



Board Approval Date: October 17, 2022

Mission Statement

The mission of Sherman ISD, a diverse community of learners, is to equip our students to excel as citizens in an ever-changing world.

Vision

A Community of Excellence; Everyone. Everywhere. Every way.

Graduate Profile and Beliefs

We believe education is the shared responsibility of students, staff, parents and the community.

We believe developing the mind, heart, and spirit is vital for each student's success.

We believe effective leadership inspires excellence.

We believe quality instruction engages students.

We believe well equipped and maintained facilities convey pride in the community.



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sherman ISD (SISD) is a diverse school district located approximately 60 miles north of Dallas, Texas. SISD has an enrollment of about 7,850 students in thirteen campuses including one 5A high school, one alternative campus, one tri-county juvenile justice campus, two middle school campuses, two early childhood campuses and seven elementary campuses. Approximately 75% of the students in SISD are classified as economically disadvantaged. The racial make-up of the district is 34% Anglo, 43% Hispanic-Latino, 13% African American, 7% multi-racial, 3% Asian, less than 1% American-Indian and Hawaiian/Pacific Islander. Fourteen percent of the students receive Special Education Services and 25% are served in a Bilingual or ESL program. Eleven percent of our students are identified as gifted and talented. Sherman ISD has a 17% mobility rate in students.

Sherman ISD employs 1245 people. Six hundred and twenty (620) are teachers. The teaching staff has an average of eleven years teaching experience with an average of eight years in Sherman ISD. Twenty-eight percent (28%) of the teaching staff has an advanced degree.

Parents and the community are strong supporters of the school district. The community has been continuously growing the past ten years. Several large businesses have recently come to Sherman. Community partners are plentiful in the district!

Demographics Strengths

- 1.The school district's diverse student population.
- 2.The continuing growth of the community.
- 3.The school district is supported by the community and parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a deficiency of bilingual teachers within the school district. **Root Cause:** An increase in enrollment of newcomers and second language learners.

Problem Statement 2 (Prioritized): Faculty and staff are not prepared to work with the cultural diversity of the campuses. **Root Cause:** The diverse student population requires specific culturally relevant training for teacher and staff members.

Problem Statement 3 (Prioritized): Challenges exist in addressing the various and specific needs of students who are identified as economically disadvantaged. **Root Cause:** Many of the students identified as economically disadvantaged enter school with fewer academic skills and socio-emotional readiness skills.

Problem Statement 4 (Prioritized): A large number of teachers are inexperienced and/or uncertified this year. **Root Cause:** There is a statewide teacher shortage.

Student Learning

Student Learning Summary

Sherman ISD received an overall rating of C. For the 22-23 school year, the state did not rate any school that would have scored below a C in order to give those schools additional time to close the learning gaps from the past two years. We have six campuses who received the Not Rated score. Sherman High School received a B. Sherman Middle School, Piner Middle School and Dillingham Elementary received C ratings. Three of the campuses receiving the Not Rated designation were 5 or less students away from a C rating.

Biology performed above the state average. Reading performance improved from 2021 in grades 3,4,6,7, and 8. English I and English II also improved from 2021. Seventh and eighth grade Math increased from 2021 as did 8th grade Science, Algebra 1 and Biology.

In the Closing the Gaps Summary, Sherman ISD exceeded the Reading Target for growth in all but the Asian student group. We met the overall Academic Achievement Target for the Meets Grade Level performance in Reading in the following student groups: Hispanic, Economically Disadvantaged, Emergent Bilingual/English Learner and Special Education.

See Addendum: 2022 STAAR SCORES STUDENT LEARNING CNA

Student Learning Strengths

1. Biology scored above the state. Eighth grade science scores increased.
2. All but one group exceeded the target for academic growth in reading.
3. Four student groups met the target for Academic Achievement in Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was a decline in elementary Math performance across the district. **Root Cause:** Fifth grade performance declined overall from the prior year. The academic focus in elementary was reading on grade level.

Problem Statement 2 (Prioritized): Many students do not achieve the "meets grade level" on state testing, instead only reaching the "approaches grade level" performance. **Root Cause:** There has been a slow improvement in quality tier 1 instruction and inconsistent implementation of specific, targeted intervention strategies for all student groups.

District Processes & Programs

District Processes & Programs Summary

Sherman ISD serves students across 13 campuses. Secondary campuses include: Sherman High School, Piner Middle School, and Sherman Middle School. Elementary campuses include: Crutchfield, Dillingham, Fairview, Neblett, Sory, Wakefield, and Washington Elementary schools. Early Childhood Centers include: Fred Douglass, and Perrin Early Childhood Centers. Jefferson Learning Center houses the district alternative education program.

Students receive specialized programming through Special Education services, section 504 services, ESL services, Bilingual education and Gifted and Talented services. Teachers work in teams to prepare lessons and instruction meeting the needs of the diverse students in their classrooms. SISD employs 11 instructional coaches who provide both curricular and instructional support to campus and district teams.

Teachers in SISD participate in professional development opportunities throughout the school year and summer months. Teacher teams work collaboratively in Professional Learning Communities to hone their craft and create the best lessons for the diverse students in their classrooms. Courses offered at Sherman ISD have a range in rigor and curriculum, but all follow the Texas Essential Knowledge and Skills (TEKS) and/or the College Board curriculum for Advanced Placement courses. Courses are designated as on-level, Advance Academics, Dual Credit, Advanced Placement or Special Education.

School counselors are located at each school and provide guidance lessons, support to families and students, and act as a liaison for teachers between the academic and socio-emotional needs of the students. Five campuses, Fred Douglass, Perrin, Crutchfield, Dillingham and Washington offer Spanish Bilingual programming for students who qualify. Specially certified teachers provide instruction in both English and Spanish throughout the day in these classrooms.

Sherman ISD has its own police department and currently has 6 officers. Our Chief of Police leads the department with two officers assigned at the high school, one at each middle school, and one who is shared with DAEP and the elementary schools.

As of the fall of 2021, Sherman ISD has a partnership with Community in Schools and has added social workers to schools to serve families and students.

District Processes & Programs Strengths

1. Variety of programming for the diverse populations.
2. SISD Police Department in place.

3. Implementation of Community in Schools Program.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Students exhibiting disruptive behavior interfere with instruction. **Root Cause:** Socio-emotional needs of students are wide ranging and continue to impact student learning. Some students are attending school with a wide range of personal traumas and experiences, and teachers report they are unsure of how to address.

Problem Statement 2 (Prioritized): The effects of Covid-19 are still evident in student performance. **Root Cause:** Learning gaps were created when students transitioned from in-person to digital learning. There has also been excessive attendance issues due to the pandemic over the past two years.

Perceptions

Perceptions Summary

In the Spring of 2022, a survey was sent to the community asking about perceptions and needs of Sherman ISD. Ninety percent of the respondents said Sherman ISD met the academic needs of students and 80% said SISK met the social-emotional needs of students. Eighty-three percent reported they believed the school district had a positive school climate and culture. Over 95% of respondents from the community believed Sherman ISD has a positive relationship with community partners.

Sherman ISD culture is positive. Parents and community members have expressed teachers and staff are caring and supportive of their students. Teachers and staff feel their role in SISK is respected and they believe their supervisors are supportive of them and their work. Teachers report an overall satisfaction of their job.

Ninety-two percent of the community respondents felt Sherman ISD was doing well in providing academic enrichment, clubs and activities. Seventy-one percent said their child participated in athletics and 44% said they participated in fine arts. Twenty percent said their child participated in CTE organizations, CTE or academic competitions, and 44% said their child participated in school clubs or other activities.

Fifty-six percent of the respondents felt SISK was doing well with regards to student discipline and character building.

During strategic planning in the spring of 2022, concerns were expressed about the need for evaluating and possibly replacing aging facilities. A need for better two-way communication between the ISD and the families was also expressed as a need.

Perceptions Strengths

1. Overall, parents and the community support Sherman ISD.
2. Teachers and staff feel respected from both coworkers and supervisors.
3. Sherman ISD meets the academic and social emotional needs of students.
4. Students are involved in extra curricular activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community members hear about student misbehavior and believe disruptive behavior is a significant problem. **Root Cause:** Many of our at-risk students come to school with a lack of socio-emotional skills.

Problem Statement 2 (Prioritized): Aging facilities are a concern. **Root Cause:** Our buildings average nearly 50 years old.

Priority Problem Statements

Problem Statement 1: There is a deficiency of bilingual teachers within the school district.

Root Cause 1: An increase in enrollment of newcomers and second language learners.

Problem Statement 1 Areas: Demographics

Problem Statement 4: There was a decline in elementary Math performance across the district.

Root Cause 4: Fifth grade performance declined overall from the prior year. The academic focus in elementary was reading on grade level.

Problem Statement 4 Areas: Student Learning

Problem Statement 6: Students exhibiting disruptive behavior interfere with instruction.

Root Cause 6: Socio-emotional needs of students are wide ranging and continue to impact student learning. Some students are attending school with a wide range of personal traumas and experiences, and teachers report they are unsure of how to address.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Community members hear about student misbehavior and believe disruptive behavior is a significant problem.

Root Cause 7: Many of our at-risk students come to school with a lack of socio-emotional skills.

Problem Statement 7 Areas: Perceptions

Problem Statement 2: Faculty and staff are not prepared to work with the cultural diversity of the campuses.

Root Cause 2: The diverse student population requires specific culturally relevant training for teacher and staff members.

Problem Statement 2 Areas: Demographics

Problem Statement 5: Many students do not achieve the "meets grade level" on state testing, instead only reaching the "approaches grade level" performance.

Root Cause 5: There has been a slow improvement in quality tier 1 instruction and inconsistent implementation of specific, targeted intervention strategies for all student groups.

Problem Statement 5 Areas: Student Learning

Problem Statement 8: The effects of Covid-19 are still evident in student performance.

Root Cause 8: Learning gaps were created when students transitioned from in-person to digital learning. There has also been excessive attendance issues due to the pandemic over the past two years.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Aging facilities are a concern.

Root Cause 9: Our buildings average nearly 50 years old.

Problem Statement 9 Areas: Perceptions

Problem Statement 3: Challenges exist in addressing the various and specific needs of students who are identified as economically disadvantaged.

Root Cause 3: Many of the students identified as economically disadvantaged enter school with fewer academic skills and socio-emotional readiness skills.

Problem Statement 3 Areas: Demographics

Problem Statement 10: A large number of teachers are inexperienced and/or uncertified this year.

Root Cause 10: There is a statewide teacher shortage.

Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 29, 2022

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

Performance Objective 1: One hundred percent of teachers and staff will report satisfaction on all areas of the district climate survey.

Evaluation Data Sources: Climate surveys.

Strategy 1 Details	Reviews			
Strategy 1: Address staffing shortage for bilingual programs by networking with area universities and recruitment from across the state. Strategy's Expected Result/Impact: Teacher positions filled; teacher retention increased. Staff Responsible for Monitoring: Executive Director of HR, Director of Bilingual Education and Language Services	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Recruit certified candidates at educator job fairs including regional and university recruitment events. Strategy's Expected Result/Impact: Increase teacher retention; all positions filled in August 2022. Staff Responsible for Monitoring: Executive Director of HR; Principals	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Maintain competitive salary structure through the use of the TASB model and salary survey. Strategy's Expected Result/Impact: Increased retention; survey results of improved morale. Staff Responsible for Monitoring: Executive Director of HR	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Participate in TERRP plan (401(a) match) designed to retain employees and encourage employees to save for retirement. Strategy's Expected Result/Impact: Increased retention of teachers; improved reported morale. Staff Responsible for Monitoring: Executive Director of HR	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: Provide employee longevity incentives at the employees' five-year anniversary marks. Strategy's Expected Result/Impact: Improved retention rates. Staff Responsible for Monitoring: Executive Director of HR	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Pay attendance incentive for daily CDL drivers. Strategy's Expected Result/Impact: Increased number of bus drivers. Staff Responsible for Monitoring: Executive Director of HR	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: Sherman ISD will plan for the Teacher Incentive Allotment (TIA) program. Strategy's Expected Result/Impact: Increased pay and performance for qualified teachers. Staff Responsible for Monitoring: Executive Director of HR, Chief Academic Officer, Director of Elementary Education, Director of Secondary Education, Chief Financial Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: Research healthcare options for employees. SB 1444 allows TRS-ActiveCare districts the opportunity to leave TRS for better plans. Strategy's Expected Result/Impact: Dependent on the cost analysis, the District may be able to provide better coverage for employees. Staff Responsible for Monitoring: Executive Director of HR, Chief Financial Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 9 Details	Reviews			
Strategy 9: Provide retention pay to all benefit eligible employees, at least annually. Strategy's Expected Result/Impact: Improved retention rates and morale. Staff Responsible for Monitoring: Executive Director of HR, Chief Financial Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 10 Details	Reviews			
Strategy 10: Utilize the District of Innovation (DOI) plan to fill teacher vacancies in areas hard to fill and provide additional supports for these teachers who will work towards full teacher certification. Strategy's Expected Result/Impact: Teacher positions filled, teacher retention increased, and smaller class	Formative			Summative
	Dec	Mar	May	June

sizes.

Staff Responsible for Monitoring: Executive Director of HR, Director of Elementary Education, Director of Secondary Education



No Progress



Accomplished



Continue/Modify



Discontinue





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

Performance Objective 2: One hundred percent of teachers will participate in a minimum of 30 hours of professional development relevant to their position requirements.

High Priority

Evaluation Data Sources: Eduphoria sign-in sheets and teacher self- report.





Strategy 1 Details	Reviews			
Strategy 1: Campus principals will participate in goal setting with all teaching staff for T-TESS. Strategy's Expected Result/Impact: Teacher engagement levels increased, improved instruction, and decreased discipline referrals. Staff Responsible for Monitoring: Campus principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Develop qualified personnel training and support systems to serve our increasing EB/EL population at each campus. Strategy's Expected Result/Impact: Improved T-TESS ratings, improved test scores, and increased retention. Staff Responsible for Monitoring: Director of Bilingual and Language Services	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Develop a training for inclusion and resource teachers to meet needs of the diverse learners identified as special education, dyslexic, or 504. Strategy's Expected Result/Impact: Increased math and reading scores for students identified as special education. Staff Responsible for Monitoring: Director of Special Populations	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Kindergarten through third grade teachers, elementary principals, elementary assistant principals, and elementary instructional coaches will participate in the comprehensive model of the TEA required Reading Academies. Strategy's Expected Result/Impact: Improved early reading performance on iReady and MClass assessments; improved third grade reading STAAR performance. Staff Responsible for Monitoring: Director of Elementary Education	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: Sherman ISD staff participate in professional development for suicide prevention, child abuse, human trafficking, sexual harassment, violence prevention, trauma-informed care, and dating violence as required by law during the back to school compliance training. Strategy's Expected Result/Impact: Safe and secure learning environment. Staff Responsible for Monitoring: Coordinator of Counseling and Student Support	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Train campus instructional staff to use effective discipline management practices in order to support the behavior needs of all students. Strategy's Expected Result/Impact: Increased enforcement of the student code of conduct. Staff Responsible for Monitoring: Campus principals	Formative			Summative
	Dec	Mar	May	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Performance Objective 3: One hundred percent of the campus, district leaders, and teachers will participate in collaborative team settings both locally and district wide.





Evaluation Data Sources: PLC data; appraisal data; meeting agendas.

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will participate in the T-PESS evaluation system and will create professional goals. All Goals are aligned to campus and district goals. Strategy's Expected Result/Impact: Improved instruction and focused goals that teachers feel are collaborative. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Campus teachers participate in local Professional Learning Communities on regular basis to foster a supportive and collaborative professional environment. Strategy's Expected Result/Impact: Improved instruction, STAAR improvement, and improved morale. Staff Responsible for Monitoring: Campus leadership	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: SISD assistant principals will meet monthly to focus on specific needs of their role including instruction, discipline, and student relationships. Strategy's Expected Result/Impact: Improved data collection, improved instruction, and improved discipline. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: By September 2026, the SISD Police Department will be fully staffed with at least one officer at each school.

Evaluation Data Sources: Officers in place





Strategy 1 Details	Reviews			
Strategy 1: Develop the role of Campus SRO Supervisor and hire this position by 2026. Strategy's Expected Result/Impact: Aligned services provided by the officers and streamlined training. Staff Responsible for Monitoring: Chief of Police, Chief Financial Officer, Executive Director of HR	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Hire experienced law enforcement officers to reach the goal of having at least one SISD SRO on every campus by 2026. Strategy's Expected Result/Impact: Officer satisfaction, Officer retention, and fully staffed department. Staff Responsible for Monitoring: Chief of Police, Chief Financial Officer, Executive Director of HR	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Train SISD police officers in School-Based Law Enforcement practices. Strategy's Expected Result/Impact: ISD police officers trained in methods supportive of a school environment. Staff Responsible for Monitoring: Chief of Police	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: All campus leaders including the principal, instructional coach, counselors, and team leads will participate in professional development that results in greater leadership capacity, and leads to improvement of all staff members.

High Priority

Evaluation Data Sources: PLC agendas, TTESS goals, and TPESS goals.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development opportunities for teachers, principals and assistant principals in the procedures of ARD and 504/Dyslexia meetings. Strategy's Expected Result/Impact: Increase achievement of special education students. Staff Responsible for Monitoring: Chief Academic Officer, Director of Special Populations	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide monthly training to instructional coaches on the creation and implementation of a plan of action to leverage the time they work with teachers. Strategy's Expected Result/Impact: Teachers utilizing targeted instruction. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Campus leaders will participate in monthly meetings on instruction and operations to provide guidance to school personnel. Strategy's Expected Result/Impact: Improved processes and increased monitoring of key goals on campuses. Staff Responsible for Monitoring: Deputy Superintendent, Director of Elementary Education, Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: One hundred percent of Campus leaders will participate in training on coaching, data driven instruction, and observation feedback.

High Priority

Evaluation Data Sources: T-PESS; coaching session notes.

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will participate in weekly and monthly coaching sessions on leadership, data driven instruction, and observation feedback. Strategy's Expected Result/Impact: Improved instructional models across campuses and increase academic performance in all student groups. Staff Responsible for Monitoring: Deputy Superintendent, Director of Elementary Education, Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 3: One hundred percent of Sherman ISD police officers will build positive relationships with surrounding law enforcement agencies.





Evaluation Data Sources: Presentations, anecdotal reports, and surveys.

Strategy 1 Details	Reviews			
Strategy 1: Sherman ISD police officers will attend regular meetings with local police departments. Strategy's Expected Result/Impact: Positive relationships with community agencies. Staff Responsible for Monitoring: Chief of Police	Formative			Summative
	Dec	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 4: Develop transportation department leadership that ensures timely and effective response to all matters involving schools and the transportation of students.

Evaluation Data Sources: Surveys, anecdotal data, and driver retention data.

Strategy 1 Details	Reviews			
Strategy 1: The Transportation Department will participate in professional development thereby increasing the understanding of the roles and responsibilities of school personnel and school operations. Strategy's Expected Result/Impact: The Transportation Department's understanding of school business will increase. Staff Responsible for Monitoring: Director of Transportation	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: One hundred percent of students will make at least a year of growth as shown on the STAAR test in Reading and Math.

High Priority

Evaluation Data Sources: STAAR; iReady Assessments

Strategy 1 Details	Reviews			
Strategy 1: Leverage the use of the Texas Resources System and other curricular programs to align curriculum and instruction vertically across all grade levels. Strategy's Expected Result/Impact: Improved lesson planning and increased student achievement. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Increase instructional time to focus on literacy development and math skills in grades K-5. Support more focused instruction utilizing the Instructional Coach. Strategy's Expected Result/Impact: Improved reading and writing achievement. Staff Responsible for Monitoring: Director of Elementary Education, Instructional Coaches	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Support the implementation of high yield instructional strategies for all teachers in grades K-12. Strategy's Expected Result/Impact: Improved achievement. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Design lessons supportive of the needs of students identified as Special Education, 504, GT, or EB/EL in all content areas including inclusion and resource. Strategy's Expected Result/Impact: Increased academic performance of students identified as special education and other special populations. Staff Responsible for Monitoring: Principals and Director of Special Populations	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: ELA and Math teachers provide small group instruction and targeted instruction for all learners. This includes EB/EL, SPED and GT in all learning environments. Strategy's Expected Result/Impact: Improved academic performance and increased student engagement. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: The calendar committee will design the academic calendar including the number of days and school hours to maximize support for student achievement and professional development which is supportive of student achievement. Strategy's Expected Result/Impact: Well-designed annual academic calendar. Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: A resource guide will be added to the Guide to Teaching and Learning listing all resources including digital resources to be used for teaching and learning in all grades and subject areas. Strategy's Expected Result/Impact: Clear expectations for teaching and learning; alignment of materials across campuses. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: One hundred percent of elementary and secondary schools will have a written plan to meet the requirements of HB4545. Strategy's Expected Result/Impact: Appropriate documentation; increase in academic performance. Staff Responsible for Monitoring: Principals, Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





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: One hundred percent of campuses will show at least 15 point increase in the "Meets Standard" performance on STAAR Reading and Math.

High Priority

HB3 Goal





Evaluation Data Sources: STAAR; iReady; MOY, BOY; Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Leverage the use of the Texas Resources System and other curricular programs to align curriculum and instruction vertically across all grade levels. Strategy's Expected Result/Impact: Improved lesson planning and increased student achievement. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Increase instructional time to focus on literacy development and math skills in K-5. Support the implementation of new instructional strategies with the Instructional Coach. Strategy's Expected Result/Impact: Improved reading and writing achievement. Staff Responsible for Monitoring: Director of Elementary Education, Instructional Coaches	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Support the implementation of high yield instructional strategies for all teachers K-12. Strategy's Expected Result/Impact: Improved achievement. Staff Responsible for Monitoring: Directors of Elementary and Secondary Education, Instructional Coaches	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: One hundred percent of Fine Arts teachers will collaborate with peers to create lessons incorporating cross-curricular activities.





Evaluation Data Sources: Lesson plans, rosters of meetings, and meeting agendas.

Strategy 1 Details	Reviews			
Strategy 1: Eighty percent of students in 100% of Fine Arts classrooms will be able to define and articulate content specific vocabulary. Strategy's Expected Result/Impact: Improved academic and operational vocabulary. Staff Responsible for Monitoring: Coordinator of Fine Arts	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: SISD will create a blended learning plan aligning with district and academic needs.

Evaluation Data Sources: Blended learning plan and increased student engagement.

Strategy 1 Details	Reviews			
Strategy 1: All campuses will be utilizing the classroom digital toolkit including interactive panels and student personal devices. Strategy's Expected Result/Impact: Increased engagement and increased use of 21st Century Skills. Staff Responsible for Monitoring: Director of Technology Services, Director of Instructional and Innovative Technology	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Include a monthly "Technology Tip" weekly within the In the Know newsletter targeting instruction or productivity. Strategy's Expected Result/Impact: Increased use of technology; increased reporting of efficiency. Staff Responsible for Monitoring: Director of Instructional and Innovative Technology, Chief Communications Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Create an instructional technology professional development catalog which will contain training on instructional technology. Strategy's Expected Result/Impact: Increased utilization of distance learning tools and techniques; increased student engagement. Staff Responsible for Monitoring: Director of Technology Services, Director of Instructional and Innovative Technology	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Provide comprehensive training to all teachers on a learning management system (LMS) including platforms such as Canvas and SeeSaw. Strategy's Expected Result/Impact: Increased student engagement, increased teacher use of technology, and improved resource management. Staff Responsible for Monitoring: Director of Instructional and Innovative Technology	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: Ninety percent of GT students will perform at the "Meets Standard" or higher performance level on all STAAR assessments.

High Priority
Evaluation Data Sources: STAAR, iReady Data, Interim Assessment data





Strategy 1 Details		Reviews			
Strategy 1: Design lessons supportive of the needs of GT students in all content. Strategy's Expected Result/Impact: Increased scores on national, state, and local assessments for GT students. Staff Responsible for Monitoring: Director of Elementary Education, Director of Secondary Education, and campus principals		Formative			Summative
		Dec	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

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

Performance Objective 2: Eighty-five percent of students identified as special education who take the STAAR will make 10 points of growth in reading and math.

High Priority

Evaluation Data Sources: STAAR, iReady Data, and IEP Goals.





Strategy 1 Details	Reviews			
Strategy 1: Design lessons supportive of the needs of students identified as special education and/or 504 in all content areas including inclusion and resource. Strategy's Expected Result/Impact: Increased academic performance of students identified as special education. Staff Responsible for Monitoring: Director of Elementary Education, Director of Secondary Education, and Director of Special Populations Results Driven Accountability	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 3: All teachers will provide small group instruction and targeted instruction for all learners including those identified as EB/ELs , special education, dyslexic and GT.

High Priority





Evaluation Data Sources: Lesson plans, walk through forms, and increased student performance.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development on instructional strategies for small group instruction across all core areas. Strategy's Expected Result/Impact: Increased use of small group instruction and improved academic performance. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All teacher lesson plans in core areas will include small group instruction for grades preK-8. Strategy's Expected Result/Impact: Increased academic performance. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Sherman ISD will empower, engage, and equip students to be successful in a diverse and complex world.

Performance Objective 1: All students will have an opportunity to participate in a co-curricular or extra-curricular activity enhancing student engagement and academic success.

Evaluation Data Sources: Class enrollment, surveys, and use of Naviance.

Strategy 1 Details	Reviews			
Strategy 1: All students will participate in school-sponsored clubs, organizations and/or events. Strategy's Expected Result/Impact: Increased engagement and increased attendance. Staff Responsible for Monitoring: Principals, Counselors	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Expand after-school clubs and organizations focusing on academics and technology at all schools. Strategy's Expected Result/Impact: Increased attendance and increased community support. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Increased community awareness of fine arts through community performances, social media, campus staff highlights, and cross-curricular performances. Strategy's Expected Result/Impact: Increased fine arts involvement by students. Staff Responsible for Monitoring: Coordinator of Fine Arts	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Sherman ISD will empower, engage, and equip students to be successful in a diverse and complex world.

Performance Objective 2: All campuses will utilize PBIS and other research-based management practices to ensure all students have a safe, positive and orderly school environment.

Evaluation Data Sources: Discipline data, surveys, and teacher anecdotal records.

Strategy 1 Details	Reviews			
Strategy 1: All campuses, including the Disciplinary Alternative Education Program (DAEP), will use restorative practices to support discipline and behavior needs of students. Strategy's Expected Result/Impact: Decrease in discipline referrals. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2 The District Alternative Education Program (DAEP) operational procedures will be reviewed to ensure: legal compliance, implementation of social/emotional support programming, appropriate orientation procedures, and effective staff professional development. Strategy's Expected Result/Impact: Legally sound and operationally clear procedures. Reduced management incidents at DAEP and reduced student recidivism. Staff Responsible for Monitoring: DAEP administrators, Director of Secondary Education, Director of Elementary Education, Director of Special Populations, and Deputy Superintendent	Formative			Summative
	Dec	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 6: Sherman ISD will empower, engage, and equip students to be successful in a diverse and complex world.

Performance Objective 3: Enrollment in advanced courses such as AP and Advanced Academic courses will increase by 10%.





Evaluation Data Sources: Rosters and AP exams.

Strategy 1 Details	Reviews			
Strategy 1: Implement the use of PSAT results and participation to identify prospective AP students and encourage enrollment in AP courses. Strategy's Expected Result/Impact: Increase in AP enrollment and improvement of academic performance. Staff Responsible for Monitoring: Director of Secondary Education, Coordinator of CCMR	Formative			Summative
	Dec	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 6: Sherman ISD will empower, engage, and equip students to be successful in a diverse and complex world.

Performance Objective 4: Student participation in dual credit courses will increase by 10%.





Evaluation Data Sources: Course rosters

Strategy 1 Details	Reviews			
Strategy 1: Continued support of enrollment in the Associates Degree program developed with Grayson College. This program is referred to as the Bearcat Collegiate Program. Strategy's Expected Result/Impact: Increased enrollment in dual credit courses. Staff Responsible for Monitoring: Coordinator of CCMR, Coordinator of CTE	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Increase dual credit opportunities for students outside the Bearcat Collegiate Program. Strategy's Expected Result/Impact: Increased enrollment in dual credit courses. Staff Responsible for Monitoring: Coordinator of CCMR, Coordinator of CTE	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Sherman ISD will empower, engage, and equip students to be successful in a diverse and complex world.

Performance Objective 5: The CCMR ratings will increase by 10%.

Evaluation Data Sources: Course completion data, sequence documentation, and dual credit course enrollment.





Strategy 1 Details	Reviews			
Strategy 1: Increase the number of licenses and certifications available to students enrolled in the CTE program. Strategy's Expected Result/Impact: Increased enrollment. Staff Responsible for Monitoring: Coordinator of CTE	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Create and implement a plan to increase the number of sophomores taking the PSAT. Follow up with these students in preparing them for the SAT. Strategy's Expected Result/Impact: Detailed plan for PSAT, SAT, and TSI testing created and implemented. Staff Responsible for Monitoring: Coordinator of CCMR	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Recognize scholarly work from DUKE TIP, PSAT, and ACT in a public forum at all secondary schools. Strategy's Expected Result/Impact: Public events. Staff Responsible for Monitoring: Principals and Coordinator of CCMR	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Sherman ISD will empower, engage, and equip students to be successful in a diverse and complex world.

Performance Objective 6: All SISD students will participate in social/emotional learning programming having a positive impact on academic performance, health, relationships, and citizenship.

Evaluation Data Sources: Discipline referrals, attendance, monthly counselors' report, pre/post surveys, CIS data, and improved academic performance.

Strategy 1 Details	Reviews			
Strategy 1: Sherman ISD will continue to provide consistent social emotional learning of the following: Frogstreet for Pre-K students; R Time curriculum for K-5 students; and 7 Mindsets for 6th-12th grade students. Strategy's Expected Result/Impact: Increased self-regulation behaviors, soft skills, college and career preparedness. Staff Responsible for Monitoring: Campus principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Sherman ISD will continue striving to meet the social, emotional, and academic needs of all students by fully implementing the Texas Model of Comprehensive School Counseling. School counselors will provide guidance, individual planning, and responsive services to students while maintaining the state mandated 80/20 time requirement. SISD will attempt to meet the 1:350 ratio recommended by Texas Counseling Association. Strategy's Expected Result/Impact: Increased self-regulation behaviors, soft skills, college and career preparedness. Staff Responsible for Monitoring: Coordinator of Counseling and Student Support, campus principals	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Sherman ISD will aim to meet the mental health needs of students by providing access to mental health counseling services through student support counselors serving all campuses. Strategy's Expected Result/Impact: Increased self-regulation behaviors, soft skills, college and career preparedness. Staff Responsible for Monitoring: Coordinator of Counseling and Student Support	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Sherman ISD will strive to eliminate barriers to student success by partnering with Communities in Schools to provide interventions to high-need students and families. CIS will place trained staff on SISD campuses who will deliver the four main components of service delivery of their evidenced program. These include interventions addressing academics, behavior/mental health, social services, and attendance. Strategy's Expected Result/Impact: Improved attendance, behavior, academics of case managed students. Staff Responsible for Monitoring: Coordinator of Counseling and Student Support	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Sherman ISD will prioritize the importance of excellent student attendance by fully implementing Project Truancy/Truancy Tribunal process. Strategy's Expected Result/Impact: Improved attendance and academic achievement of students who participate in the Truancy Tribunal process. Staff Responsible for Monitoring: Campus administrators and district level coordinators Problem Statements: Demographics 3 - District Processes & Programs 1 - Perceptions 2	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Every campus will have a team of campus and district professionals trained in behavioral Threat Assessment to address mental health and behavior needs of all students. Strategy's Expected Result/Impact: Increased student self-regulation; decrease in discipline. Staff Responsible for Monitoring: Campus principals	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: SISD will provide suicide prevention programming to all secondary campus students by using Hope Squad and Grant Halliburton presentations. Strategy's Expected Result/Impact: Increased student self-regulation, increase student knowledge of resources. Staff Responsible for Monitoring: Coordinator of Counseling and Student Support, school counselors	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 3: Challenges exist in addressing the various and specific needs of students who are identified as economically disadvantaged. Root Cause: Many of the students identified as economically disadvantaged enter school with fewer academic skills and socio-emotional readiness skills.

District Processes & Programs
Problem Statement 1: Students exhibiting disruptive behavior interfere with instruction. Root Cause: Socio-emotional needs of students are wide ranging and continue to impact student learning. Some students are attending school with a wide range of personal traumas and experiences, and teachers report they are unsure of how to address.
Perceptions
Problem Statement 2: Aging facilities are a concern. Root Cause: Our buildings average nearly 50 years old.

Goal 6: Sherman ISD will empower, engage, and equip students to be successful in a diverse and complex world.

Performance Objective 7: All of Sherman ISD police officers will support student success by attending extra curricular activities, reading to elementary students, and participating in parent engagement events.





Evaluation Data Sources: Assignments, social media posts, and rosters.

Strategy 1 Details	Reviews			
Strategy 1: Create a calendar of events for SISD Police Officers to participate. Strategy's Expected Result/Impact: Positive interactions with families and students reported. Staff Responsible for Monitoring: Chief of Police	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

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

Performance Objective 1: SISD will ensure long-term financial stability and fiscal integrity.





Evaluation Data Sources: Budgets, Financial Rating

Strategy 1 Details	Reviews			
Strategy 1: Ensure all policies, guidelines and laws are being followed when federal, state or local funds are being used to support students or providing new programs. Strategy's Expected Result/Impact: Increased compliance by all staff, audit reports will continue to show sound fiscal practices. Staff Responsible for Monitoring: Chief Financial Officer, Deputy Superintendent	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze monthly financial reports, annual financial reports, FIRST Rating Indicators and annual debt requirements on a regular basis throughout the fiscal year. Strategy's Expected Result/Impact: Maintain high rates of financial compliance. Staff Responsible for Monitoring: Chief Finance Officer	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Sherman ISD will provide exceptional facilities for students and staff in order to ensure a safe and secure educational setting, address educational capacity, and improved operational efficiency.

Evaluation Data Sources: Surveys and community reports.

Strategy 1 Details	Reviews			
Strategy 1: Implement a long range facility plan to address aging facilities, enrollment growth, and innovative programs. Strategy's Expected Result/Impact: A long range facilities plan. Staff Responsible for Monitoring: Deputy Superintendent, Director of Maintenance and Operations	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The Long Range Facilities Plan Committee will complete a facilities study by December, 2022. Strategy's Expected Result/Impact: Completed plan for facilities. Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Sisd will implement facility repairs and improvements to reduce student and staff exposure to health hazards.





Evaluation Data Sources: Completed projects.

Strategy 1 Details	Reviews			
Strategy 1: Provide upgrades to indoor air quality by utilizing the following: repair/replacement/installation of HVAC, ventilation, filtration, purification, fans, controls, windows and doors. Strategy's Expected Result/Impact: Improved facilities and reduced exposure to health hazards. Staff Responsible for Monitoring: Director of Maintenance and Operations	Formative			Summative
	Dec	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 1: All parents will report feeling welcomed and essential in their students' school(s).





Evaluation Data Sources: Parent survey.

Strategy 1 Details	Reviews			
Strategy 1: Parent conferences will be scheduled at all elementary schools at least once a year. Strategy's Expected Result/Impact: Increased parent involvement. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: SISD will utilize the BlackBoard Connect to share information with parents. Strategy's Expected Result/Impact: Parent involvement. Staff Responsible for Monitoring: Chief Communication Officer	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: All schools in SISD will provide multiple opportunities for parents to be engaged and involved by partnering with multiple stakeholders.

Evaluation Data Sources: Sign in sheets, parent compacts, and parent meeting agendas.

Strategy 1 Details	Reviews			
Strategy 1: Principals will meet at least twice each semester with their PTA executive leadership to plan for parent engagement. Strategy's Expected Result/Impact: Increase parent involvement in PTA. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All preK-K teachers will use Ready Rosie to share how parents and families can participate in student learning. Strategy's Expected Result/Impact: Increased reports of parent engagement with their children focused on learning. Staff Responsible for Monitoring: Director of Elementary, Elementary Librarian	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: All parents will participate in one or more "parent engagement" activity at the school or district level. Strategy's Expected Result/Impact: Increased parent engagement. Staff Responsible for Monitoring: Principals, Librarians	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

RDA Strategies

Goal	Objective	Strategy	Description
5	2	1	Design lessons supportive of the needs of students identified as special education and/or 504 in all content areas including inclusion and resource.

Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

2.3: Available to parents and community in an understandable format and language

The District and Campus Improvement Plans are posted on the District website in both English and Spanish.

2.4: Opportunities for all children to meet State standards

All elementary and secondary campuses provide intervention and work to meet the requirements of HB4545.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

N/A

Addendums

STAAR		2018-19		2020-2021		2021-2022	
Grade Level	Subject Area	SISD % at Approaches or Higher	State % at Approaches or Higher	SISD % at Approaches or Higher	State % at Approaches or Higher	SISD % at Approaches or Higher	State % at Approaches or Higher
3	Reading	71	76	62	68	65	77
4	Reading	70	75	64	63	68	77
5	Reading	80	86	67	72	66	80
6	Reading	64	68	53	61	63	69
7	Reading	77	76	65	68	76	78
8	Reading	82	86	63	72	73	82
8	Soc St	59	69	51	56	44	59
9	Eng I	60	68	61	66	56	63
10	Eng II	58	68	65	70	66	71
11	US Hist	91	93	87	88	85	89
3	Math	74	79	60	61	54	70
4	Math	71	75	54	58	52	69
5	Math	85	90	71	69	59	75
5	Science	76	75	71	61	45	66
6	Math	81	81	63	66	62	72
7	Math	78	75	47	54	53	59
8	Math	81	88	50	60	54	69
8	Science	76	81	58	67	68	73
9	Alg I	66	85	69	72	70	74
9	Bio	81	88	80	81	84	82