

Sherman Independent School District

Dillingham Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

We are dedicated to building a school community that inspires confidence, collaboration, and risk taking.

Vision

Dillingham Elementary will be a collaborative learning community that empowers students to be successful in an innovative world.

Collective Commitments

At Dillingham Elementary...

- We commit to being advocates for students.
- We commit to being champions for a growth mindset.
- We commit to building meaningful connections with our students and school community.
- We commit to intentionally soliciting community, students' and their family's voices.
- We commit to providing various opportunities for collaboration for staff and students.
- We commit to honoring the processes of learning.
- We commit to respect and support for each other.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dillingham Elementary is the newest elementary campus in Sherman ISD and serves Kindergarten through Fifth Grade students in Sherman, TX. Prior to July 2021, Dillingham served as an Intermediate School, serving students in Gr. 5 and 6 only. Dillingham Elementary is unique in that we are the largest elementary campus in SISD, and we host several special programs, including Special Education self-contained classrooms: Functional Academic Life Skills (FALS) and Behavior Support Classrooms (BSC). Dillingham also hosts a Spanish Dual Language/Bilingual program, and we are designated by our district as a STEAM campus. We have a highly diverse population of students/families. Currently Dillingham serves about 850 students, of which 92% are Economically Disadvantaged. Our campus staff is comprised mostly of teachers and paraprofessionals that have worked at other SISD campuses, as well as teachers new to SISD which includes 10 teachers that were hired under the District of Innovation program. All teachers have a variety of backgrounds, experience, and training.

General Information

Current Enrollment: 845 (435 Girls and 410 Boys)

Serving Students KG - 5th Grade

We have 100% Faculty Participation in PTA

92% Economically Disadvantaged

Student Demographics

African American 11.5%

Asian 1%

Hispanic 55%

American Indian .036%

Pacific Islander 0%

Two or More Races 6%

White 25.8%

At-Risk TBD

Bilingual/ESL 37%

Gifted & Talented 4%

Special Education 22%

Students Designated as Homeless via McKinney-Vento .076%

Demographics Strengths

We are a highly diverse campus that embraces numerous special programs, including being the only SISK campus that offers a STEAM/problem-based approach to learning. Our STEAM/problem-based approach to learning fosters communication and collaboration amongst our diverse population of students, which allows our students to learn from one another. Our diverse community covers a large portion of our school district that includes the northern, eastern, and southern parts of Sherman.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Challenges exist in addressing the various and specific learning & social/emotional needs of students who are identified as Economically Disadvantaged. **Root Cause:** Many of the students identified as Economically Disadvantaged enter school with fewer academic and social/emotional readiness skills.

Student Learning

Student Learning Summary

Dillingham Elementary was given an Accountability Grade of a "C" for the 2021-2022 school year. The following data has been aggregated from the Spring 2022 administration of the STAAR and TELPAS assessments:

STAAR

3rd, 4th, & 5th Math: ~26% Approaches, 13% Meets, and 12% Masters

3rd, 4th, & 5th Reading: ~24% Approaches, 23% Meets, and 18% Masters

5th Science: 27% Approaches, 8% Meets, and 7% Masters

TELPAS

Composite KG - 5th Gr.: 22% Beginning, 41% Intermediate, 25% Advanced, 8% Advanced High

The STAAR scores are mostly in line with SISD elementary averages, with the highlight coming in 4th Gr. ELAR as the highest in the district, as well as 4th Gr. Math scoring higher than the district average. However, all of our other scores are lower than the ESC Region 10 and State of Texas averages. As a district, 5th Gr. Science scored well below the 20-21 Dillingham Intermediate averages for STAAR.

Dillingham utilizes multiple measures of outcome data for Gr. 3-5, including State of Texas Assessments of Academic Readiness (STAAR) scores, and iReady data, as well as input data such as informal and formal assessments throughout the school year to promote an increase in academic achievement, and progress monitor tools (such as iReady) and BAS (running records) for Reading to focus on individual student growth. For Gr. K-2, we utilize mCLASS Reading Inventory assessment, as well as the BAS (running records) for Reading, and i-Ready for Math as progress monitoring tools to focus on individual student growth. We foster positive relationships and work in professional learning communities to make an impact on teaching and learning.

Due to the COVID-19 Pandemic, most of our district elementary schools/students have experienced a lack of quality learning opportunities over the past couple of school years because of students/families/staff quarantining or schools "pivoting" fully to online learning. Those virtual opportunities do not show evidence of success with ensuring that our students received quality Tier I instruction in the core academic areas. Not only has this effected our students academically by creating learning gaps, but there is evidence of ACES trauma with students' ability to deal with Social/Emotional needs.

Our campus will focus on our students' Reading skills for our Student Learning Objectives/Goals with the ultimate objective of having the majority of our students within the Meets and Masters categories by 3rd Grade STAAR. Dillingham has also designated math as a focus area, utilizing learning concepts that have been successful with teaching small group Reading to reinforce a Guided Math approach.

Student Learning Strengths

Our students and staff embrace a GROWTH mindset, which our campus will foster with students individually by utilizing progress monitoring tools and celebrating individual student growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We want to build a growth mindset with stakeholders (primarily students and staff) in order to overcome tremendous gaps in learning, utilizing progress monitoring tools/data, as well as small group, targeted intervention. **Root Cause:** Many of our students have tremendous gaps in learning, due partly to loss of quality Tier I educational learning opportunities related to the COVID Pandemic (low participation rate with online learning, quarantining, and school closures).

Problem Statement 2: Many students did not achieve the "meets grade level" on STAAR, instead only reached the "approaches grade level" performance. **Root Cause:** There has been a slow improvement in quality tier I instruction and providing targeted intervention strategies for all student groups, however there are still learning gaps with many students.

Problem Statement 3: Covid-19 has been a significant interruption to the instruction of all students and the work of teachers. **Root Cause:** Due to a lack of participation in asynchronous learning for many of our students, this has created many learning gaps in core content areas for many of our students. It has also resulted in excessive attendance issues due to the pandemic over the past two school years.

School Processes & Programs

School Processes & Programs Summary

As an elementary campus, we understand that one of the most integral parts of Building our future Bearcats is to recruit and retain the highest quality teaching staff. In spite of the National teacher shortage, Dillingham has hired teachers that meet our high quality standards, due to the Sherman ISD District of Innovation plan. Our teacher search and interview processes help to ensure we find the best candidates to fit our Dillingham vision, mission, and collective commitments. We are developing detailed organizational structures so that our campus will operate as efficiently and effectively as possible, and provide coaching, support, and guidance for our new teachers. As a staff, it is our goal to create a positive school climate and a safe, welcoming environment for all of our Lions. Dillingham has a very strong Campus Leadership Team that has assisted in setting a high standard for campus success.

The teachers and staff at Dillingham are committed to implementing and maintaining an instructional program that is differentiated, innovative, engaging, creative and challenging. We are working to integrate a STEAM (Science, Technology, Engineering, Arts, and Math) approach to learning via our STEAM Implementation Plan, while utilizing Project Lead the Way (PLTW): Launch as one resource. The campus administrators monitor teaching and learning with the assistance of the Instructional Coach, through formal and informal walkthroughs, evaluations, data meetings, and PLCs. We provide extended opportunities for our staff to collaborate, plan, and learn together through intentional professional development, extended Planning & PLCs, Committee Work, STEAM Team, as well as vertical/horizontal district collaboration. Teachers work collaboratively during team meetings, Lesson "Design Time", and PLCs to have meaningful dialogues that focus on delivering the best instructional practices to increase student growth and success.

Our students are provided with various programs and supports with social-emotional skill development, relationship building, Positive Behavioral & Intervention Supports (PBIS), and character education development. We offer many opportunities for students and families to engage in campus and community events which encourage collaboration and focuses on learning and giving students authentic experiences. We have a One-Way Dual Language program for our Spanish-speaking students that qualify, as well as a comprehensive ESL program for our students in need of language supports. We also offer Dyslexia and G/T (Challenge) programs for students that qualify, as well as self-contained Special Education classes for FALS (Functional Academics and Life Skills) and BSC (Behavior Support Classroom) for students that qualify for those programs. Our school counselors collaborate with our SHS CTE Program to coordinate opportunities so that CTE students can share their knowledge and experiences with our students during Career Week, and we observe/celebrate, and bring awareness to many experiences for students to learn and grow including College Week, Red Ribbon Week, an anti-bully curriculum, and emphasize Morning Meetings for each classroom. Our teachers utilize the R-Time curriculum in the classrooms, our counselors and some SpEd teachers utilize Zones of Regulation to assist with self-regulation and social/emotional issues, and some students receive direct social skills instruction in small groups using the SOLER program.

Our campus and district goal is to provide 1:1 devices for all of our students, and we are on target to achieve that soon. All 2nd - 5th Grade students are provided a Chromebook for use at school, and K-1 classrooms are provided with a combination of desktop computers and iPads.

School Processes & Programs Strengths

Our staff is a highly collaborative, positive group that has been instrumental in developing our Campus Vision, Mission, and Collective Commitments, and are working diligently to overcome effects from our 2021 district transitions (campus attendance zone changes, employees and students moving to different campuses, opening a "new" elementary campus, changing positions), as well as effects from the COVID-19 Pandemic and the S/E welfare of our families, students, and co-workers. Following are some of our Student, Family, and Community Engagement Activities/Events/Programs that are planned for the 2022-2023 School Year:

- Communities in Schools (CIS) Program
- R-Time/Morning Circles (S/E Learning)
- PBIS Initiatives
- Campus Incentives and Awards Programs
- Fall & Spring Book Fairs

- Tech Club (for upper grades)
- Dive Into Engineering Club (for upper grades)
- Gardening Club - "DandeLIONS"
- 5th Grade Choir
- 5th Grade Art Club
- School-Wide STEAM Activities
- Buddy Class STEAM Activities (upper grades are paired with lower grades for collaborative activities)
- Special Olympics
- UIL Chess Competition
- Fine Arts Nights (Music & Art performances/shows)
- Kid's Heart Challenge
- 5th Grade Field Day
- Student Council (4th & 5th Gr.)
- Teledoc
- College & Military Awareness Week
- Career Week
- Red Ribbon Week (Celebrate being Drug Free)
- PTA Programs for Families (Trunk or Treat; Spring Event)
- Hispanic Heritage Month
- ART-tober Art Contest
- Celebrating Texas BIG ART Day
- Multiple Fund raising Opportunities for PTA, our School, and District Organizations
- Fostering Community Partners for STEAM

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We want to ensure that our teachers are equipped with the highest leverage teaching materials and curriculum resources, as well as intentional time for planning and professional development, to ensure that our students are showing exponential growth in areas of reading and math. **Root Cause:** Most of our teachers are new to campus, new to a grade level, or altogether a brand new teacher. They do not have consistent training or experiences with the collective programs, materials, or planning/PLC processes that we are currently utilizing. We are also still collecting the necessary curriculum materials for many of our teachers.

Perceptions

Perceptions Summary

Dillingham strives to meet the diverse needs of the students and families they serve through a culture of high expectations and a shared vision of success for all students. As a learning community, we focus on the development of positive relationships with all students and parents in order to create and sustain a home-school partnership. With direction from our Campus Leadership Team, our Staff developed the following Campus Vision, Mission, and Collective Commitments to drive the way we do business...

Dillingham School Vision: Dillingham Elementary will be a collaborative learning community that empowers students to be successful in an innovative world.

Dillingham School Mission: We are dedicated to building a school community that inspires confidence, collaboration, and risk taking.

Collective Commitments: At Dillingham Elementary,

- We commit to being advocates for students.
- We commit to being champions for a growth mindset.
- We commit to building meaningful connections with our students and school community.
- We commit to intentionally soliciting community, students' and their families' voices.
- We commit to providing various opportunities for collaboration for staff and students.
- We commit to honoring the process of learning.
- We commit to respect and support each other.

A key component of every successful school is a safe and welcoming environment. Dillingham is developing a comprehensive Positive Behavior and Intervention Support (PBIS) program. Our Lion Traits include: Be Respectful, Be Responsible and Be Safe. These expectations ensure a safe environment throughout the building, during lunch and recess as well as entering and leaving the building. Our staff explicitly teaches and provides practice time for specific behavioral expectations for all areas connected within our school so that students become immersed in these expectations throughout each day/week.

Communication is vital to the success of our community and family involvement. Through the use of the Blackboard system, messages are delivered in the two primary languages of our students and families utilizing phone messages, text messages, and email. We distribute a monthly STEAM newsletter, utilize our marquee, Class Dojo and social media to keep the community and families up-to-date on events and happenings, as well as to highlight many of the programs and student achievements throughout the year. We have Live School Announcements via WebEx Video each Monday and Friday, utilizing our Student Council members to lead us in the Pledges, reminders of our Lion Traits, and a minute of silence.

We believe in educating the "Whole Child", so our staff is dedicated to meeting all of the basic needs of our students to remove obstacles so they can focus on learning and feeling safe & confident. Each child is offered a FREE breakfast and lunch, and the students that stay for after-school programs get a free meal. Our counselors and clinic keep a supply of school supplies, shoes, clothing, coats, and toiletries for students that need assistance. One of our local churches also provides "weekend snack bags" for some students as well.

Dillingham has taken strides in implementing a STEAM approach to learning. We have designated a campus STEAM Team, and have partnered with Region 10 ESC for team and campus training. The Team has also developed a STEAM Implementation Plan so that we have a track to be a STEAM Academy within a few school years. Through Professional Development and planning, we have started to build the teachers' capacity for STEAM education, as well as introduced our students to many STEAM strategies and activities.

We are fostering participation with parents to form an active PTA. Being a newer elementary campus, our current PTA Board is made up primarily of staff members, however we are gaining momentum with filling the remainder of our Board/Committee Leads with parents. Our goal is to continue building the leadership capacity of our parents/volunteers so that they are the primary members of the PTA Board, and they have added a "Lion Patrol" this year which will give our dads or other male figures a role to be present for our students. Our staff has achieved the status of 100% membership, and our Dillingham parents/family membership is growing.

Our attendance rate for staff & students has improved this year, and we are almost back to pre-pandemic attendance rates. The Truancy Tribunal program has helped tremendously with improving student attendance.

Perceptions Strengths

Dillingham staff spends time to intentionally build relationships with our students and their families. Students are greeted daily with welcoming smiles and kind words by staff members, whether they are arriving by bus or car drop-off. Our staff stays dedicated to our commitments, and are fostering a growth mindset for themselves, as well as for our students and their families. The majority of our students exhibit kindness, a willingness to learn and grow academically, and show respect and good manners.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students lack skills on how to deal with social/emotional deficits, like how to handle frustrations, build friendships, and become proactive in dealing with challenges instead of emotionally reactive. Some of our students exhibit disruptive behaviors that interferes with instruction. **Root Cause:** Students are entering school with a lack of social skills needed to emotionally handle the daily challenges they encounter in life. So many students do not have appropriate educational opportunities prior to Kindergarten, or have encountered ACES-type trauma and have not received the social/emotional support necessary to overcome.

Priority Problem Statements

Problem Statement 3: Challenges exist in addressing the various and specific learning & social/emotional 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 and social/emotional readiness skills.

Problem Statement 3 Areas: Demographics

Problem Statement 4: We want to build a growth mindset with stakeholders (primarily students and staff) in order to overcome tremendous gaps in learning, utilizing progress monitoring tools/data, as well as small group, targeted intervention.

Root Cause 4: Many of our students have tremendous gaps in learning, due partly to loss of quality Tier I educational learning opportunities related to the COVID Pandemic (low participation rate with online learning, quarantining, and school closures).

Problem Statement 4 Areas: Student Learning

Problem Statement 2: We want to ensure that our teachers are equipped with the highest leverage teaching materials and curriculum resources, as well as intentional time for planning and professional development, to ensure that our students are showing exponential growth in areas of reading and math.

Root Cause 2: Most of our teachers are new to campus, new to a grade level, or altogether a brand new teacher. They do not have consistent training or experiences with the collective programs, materials, or planning/PLC processes that we are currently utilizing. We are also still collecting the necessary curriculum materials for many of our teachers.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 1: Students lack skills on how to deal with social/emotional deficits, like how to handle frustrations, build friendships, and become proactive in dealing with challenges instead of emotionally reactive. Some of our students exhibit disruptive behaviors that interferes with instruction.

Root Cause 1: Students are entering school with a lack of social skills needed to emotionally handle the daily challenges they encounter in life. So many students do not have appropriate educational opportunities prior to Kindergarten, or have encountered ACES-type trauma and have not received the social/emotional support necessary to overcome.

Problem Statement 1 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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

- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data





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

Goals

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

Performance Objective 1: Ongoing support and professional development opportunities related to campus school-wide programs, processes, practices, and strategies will be provided to 100% of our teaching staff.





Evaluation Data Sources: Eduphoria Strive Workshop Completion Lists, Schedule for Learning Thursdays, PLC Agendas, New Teacher Huddle Calendar and Agendas, Coaching Calendar

Strategy 1 Details		Reviews			
Strategy 1: All teachers will be provided coaching, modeling, professional development, data-driven instructional planning, and collaboration opportunities in order to meet campus and individual professional goals, as well as student learning objectives. Strategy's Expected Result/Impact: Effective, highest leverage planning and instruction, which supports teaching and learning best practices, and leads to an increase in student growth. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers		Formative			Summative
		Dec	Mar	May	June
 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: 100% of K-3 classroom teachers, campus administrators, Special Education Teachers, and Special Programs Teachers will complete the TEA Reading Academy, according to SISD time line.

Evaluation Data Sources: Reading Academy Completion Report

Strategy 1 Details	Reviews			
Strategy 1: Appointed staff will participate in assigned Online Reading Academy Modules, completing all pre- & post-work, as well as all assessments designated by the district's Reading Academy Coach. Strategy's Expected Result/Impact: Effective, research-based, implicit reading instruction by teachers, as well as growth in literacy skills with all students in K-3. Staff Responsible for Monitoring: Principal, Reading Academy Coach Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: 100% of our D.O.I. teachers will receive additional support by assigning an Innovation Coach that will work with each one on specific needs as identified collaboratively by the teacher and the coach.

Evaluation Data Sources: DOI New Teacher meetings/agenda, DOI New Teacher campus "check-in surveys", Innovation Coach logs and feedback, DOI New Teacher feedback

Strategy 1 Details	Reviews			
Strategy 1: An Innovation Coach will be matched with each of our DOI New Teachers. Those Innovation Coaches will be introduced at a common meeting, then the coaches will coordinate with teachers to determine specific supports needed, and will implement a plan to assist each teacher with their specific needs. Strategy's Expected Result/Impact: Our DOI New Teachers feel well-equipped with an extra level of support, and will be successful in becoming an effective, highly-qualified teacher. Staff Responsible for Monitoring: Principal; Innovation Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
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Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment.

Performance Objective 4: 100% of our teachers will receive training in STEM/STEAM practices, and will have STEAM lessons, activities and materials provided to them for classroom STEAM implementation.

Evaluation Data Sources: STEAM Team lessons, STEAM Team meeting agendas, Region 10 PD attendance log, campus-based STEAM PD attendance logs, teacher survey

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

Performance Objective 1: 100% of classroom teachers will participate in Professional Learning Communities that will result in highly performing, collaborative teams that are focused on student support and academic growth.





Evaluation Data Sources: PLC Agendas & Notes, Campus Admin Team Agendas & Notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher Leaders will implement a Professional Learning Community process using Data-Driven Instruction (DDI) strategies from a "choice board" to build capacity for quality planning for instruction, enrichment, and intervention with our teachers.</p> <p>Strategy's Expected Result/Impact: Effective PLC/DDI processes will yield effective instructional planning and will drive intervention plans, resulting in academic growth for all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Teacher Leaders</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Administrators will build the capacity of our Campus Leadership Team so that they can inspire teamwork and collaboration in their roles as Lead Teachers by providing coaching, modeling of leadership skills, and targeted professional development.</p> <p>Strategy's Expected Result/Impact: Campus Administration will be able to effectively delegate leadership roles and responsibilities to our Lead Teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	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 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 2: 100% of our Campus Leadership Team will participate in a Summer Leadership Retreat, CLT meetings throughout the year, and will represent their respective campus teams to assist the Campus Admin Team in developing short-term and long-term goals & strategies for the campus.





Evaluation Data Sources: Leadership Retreat Agenda & Attendance Log; CLT Meeting Agendas; CLT-led Campus P.D. Agendas & Attendance Log

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus Administration Team will design a Summer Leadership Retreat focused on the three long-term goals established from the 2021-2022 mid-year staff survey, which will result in an action plan that will be presented to staff and will drive the Campus Culture Day, as well as other August 2022 campus P.D.</p> <p>Strategy's Expected Result/Impact: Teacher Leaders will assist the Campus Admin Team in creating actionable plans to address the three long-term goals established by the 21-22 CLT, and will develop implementation steps to share and facilitate the plan during campus P.D. in August.</p> <p>Staff Responsible for Monitoring: Principal, APs, IC, CLT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
<div> <div>  No Progress  Accomplished  Continue/Modify  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 1: 100% of classroom teachers will participate in a Professional Learning Community, utilizing a Data-Driven Instructional approach, in order to define gaps, identify target areas for student growth, and facilitate effective intervention groups.





Evaluation Data Sources: PLC Agendas & Notes; mCLASS Data; i-Ready Data, CFA Data

Strategy 1 Details	Reviews			
Strategy 1: Implement a PLC/DDI process with teachers that will analyze input data so that effective intervention plans and groupings can be developed & facilitated. Strategy's Expected Result/Impact: Students with learning deficits (according to input data) will show consistent growth and move up a minimum of one level. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Team Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: In accordance with HB4545, fourth grade students that did not meet success criteria on the 2022 STAAR exam will receive at least 30 hours of accelerating learning in Reading, Math, or both (depending on deficit area/s) during Summer School 2022 or during this school year, prior to the 2023 STAAR administration. Strategy's Expected Result/Impact: Fourth Grade students with an Accelerated Learning Plan will show significant growth or meets "Approaches" designation on the 2023 STAAR. Staff Responsible for Monitoring: Principal, Assistant Principals, 4th Grade Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	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 2: 80% of students will show growth of one performance level or maintain mastery level in iReady (Gr. 3-5) and mCLASS (K-2).





Evaluation Data Sources: iReady; mCLASS

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will progress monitor at least monthly in iReady Reading (Gr. 3-5) & mCLASS (K-2), and will track students individually for growth. Teachers & students will utilize individual student data to track specific deficit skills, which will be addressed during intervention.</p> <p>Strategy's Expected Result/Impact: Students will show consistent growth with their reading skills, showing an improvement of one performance level or maintaining mastery level.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coach, Lead Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional, targeted Tier III intervention support in Reading per the REACH program (Reading Specialists) for students that have significant deficits in their reading skills, according to BAS and/or mCLASS data.</p> <p>Strategy's Expected Result/Impact: Students' mCLASS, BAS (running records), or iReady data will show that 90% of Tier III Reading students will show growth in their literacy skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Reading Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	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: 80% of students will show growth in mathematic concepts in iReady (Gr. K-5).





Evaluation Data Sources: iReady Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will progress monitor at least monthly in iReady Math (Gr. K - 5), and will track students individually for growth. Teachers & students will utilize individual student data to track specific deficit skills, which will be addressed during intervention. Strategy's Expected Result/Impact: Students will show consistent growth with their mathematic concepts. Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coach, Lead Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	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 at all campuses and grade levels.

Performance Objective 1: 100% of our students will be assigned a grade-appropriate technology device to access the instructional technology resources available to them.

Evaluation Data Sources: Device Check-out Log in Library





Strategy 1 Details	Reviews			
Strategy 1: Collaborate with the SISD Technology Department to ensure that we have an adequate number of 1:1 devices to check out to students. Strategy's Expected Result/Impact: All students will have access to the available instructional technology resources offered. Students will have the opportunity to learn and reinforce typing skills. Staff Responsible for Monitoring: Principal, APs, Campus Tech Specialist, Librarian Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math -	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: As a highly diverse campus, 100% of teachers will monitor data trends to ensure that students in all ethnic groups, as well as special programs, are making academic gains at the same or higher level as their peers.

Evaluation Data Sources: mCLASS, i-Ready, STAAR, PLC Agendas & Notes, Intervention Lists

Strategy 1 Details	Reviews			
Strategy 1: Utilizing PLCs, as well as Individual Student Growth tracking, teachers will monitor to ensure that equitable gains are made across all ethnic groups, as well as students that have qualified for special programs. Strategy's Expected Result/Impact: There will be no academic gaps between ethnic groups or students in special programs. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June





 No Progress
  Accomplished
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  Discontinue

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

Performance Objective 2:

100% of all professional teaching staff that is the primary ELAR teacher for a designated ESL student, including students in a self-contained Special Education Classroom, will take steps to be ESL certified by the end of the 2022-2023 school year.

Evaluation Data Sources: Teacher Certifications





Strategy 1 Details	Reviews			
Strategy 1: Teachers that are not currently ESL certified will register for the ESL Supplemental Exam, and will be expected to be designated as ESL Certified on their official TEA Teaching Certificate. Strategy's Expected Result/Impact: All ELAR teachers that have a designated ESL student will be officially certified via TEA as having an ESL Supplement. Staff Responsible for Monitoring: Principal, Assistant Principals Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Homeroom teachers, campus administrators, and campus Attendance Clerk will monitor Campus Daily Attendance Rates, as well as individual student attendance rates, for trends that show an unusual or high absence rate, and will work with the campus counselors and Communities In Schools personnel to reach out to those families and make a mitigation plan to ensure students are consistently in school, including the district Truancy Tribunal. Strategy's Expected Result/Impact: The campus will have an average daily attendance rate of 96% or above, and students will consistently be present in school. Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Homeroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: 100% of our students will engage in STEAM (Science, Technology, Engineering, Arts, and Math) learning processes through a problem-based approach that is integrated into content-area curriculum activities.

Evaluation Data Sources: Lesson Plans; STEAM Team lessons; teacher and student observation & feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will create a STEAM Team which includes teachers from each grade level, administrators, and other key staff members. The Team will receive training and guidance from Region 10 ESC in order to create a multi-year campus STEAM implementation plan, and they will collaborate to plan STEAM lessons for each Science unit which will be "flipped" to provide training, modeling, and lessons for our entire staff.</p> <p>Strategy's Expected Result/Impact: Multi-Year STEAM implementation plan, including STEM/STEAM P.D. and lessons for grade level classrooms and multi-grade "buddy class" activities.</p> <p>Staff Responsible for Monitoring: Principal, AP, Technology/STEAM Specialist, STEAM Team</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement STEAM lessons developed by the STEAM Team, as well as modules from Project Lead the Way (PLTW): Launch utilizing a problem-based learning approach. Rubrics can be used to check for mastery of skills and TEKS.</p> <p>Strategy's Expected Result/Impact: Students will work collaboratively to solve problems using STEAM skills, which will carry over into all content areas and help them acquire 21st-Century success skills.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coach, Instructional Technology Specialist, STEAM Team</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June





Strategy 3 Details	Reviews			
Strategy 3: Our school will partner with community businesses and organizations to support STEAM opportunities in "real life" situations. Strategy's Expected Result/Impact: Students will make connections between STEAM/PBL with 21st Century life and job skills they will encounter in the future. Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Technology Specialist Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: 100% of Dillingham Staff will assist in creating and implement the campus Positive Behavioral Interventions & Supports (PBIS) systems to proactively teach and reinforce appropriate student behavior in order to create a safe, supportive learning environment for all students.

Evaluation Data Sources: TEAMS Discipline Data; Quarterly Discipline Reports; PBIS Team Feedback; Campus Admin and Leadership Team Observations; Staff and Parent Survey Feedback





Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will engage in training around the topics of PBIS, Restorative Practices, Morning Meetings, Calm Down Areas, Campus Discipline Matrix & Referral Processes, in addition to Tier I and Tier II behavior interventions & consequences within the first semester.</p> <p>Strategy's Expected Result/Impact: Staff will teach/reinforce appropriate behaviors, which will lead to a safe, supportive learning environment for all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Leadership Team, Counselors, PBIS Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PBIS strategies will be utilized to develop common area expectations, in which teachers will teach and practice with fidelity during the first few weeks of school, and will reinforce/practice on a daily basis. These will also be shared with families to help reinforce at home.</p> <p>Strategy's Expected Result/Impact: Staff will teach/reinforce appropriate behaviors, which will lead to appropriate student behavior, thus keeping the office discipline referrals to a minimum.</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Dillingham will celebrate and reward student achievement for academic and behavioral success via use of school-wide and classroom-based incentives, as well as recognition at assemblies and school announcements. Strategy's Expected Result/Impact: All students will be motivated to achieve personal goals, and feel successful when they are rewarded/celebrated. Staff Responsible for Monitoring: Principal, Assistant Principals, Student Celebration Committee, PBIS Committee Title I: 2.4 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: 100% of our students will engage in Social-Emotional learning and support, as well as Character Education, in order to create a supportive and inviting school culture to foster social and academic success.

Evaluation Data Sources: Counselor's Monthly Calendar of lessons and Character Ed focus; Campus School Counseling Plan Evaluation & Feedback

Strategy 1 Details	Reviews			
Strategy 1: Campus Counselors will develop a monthly calendar of guidance lessons that they will teach with each homeroom class, focusing on targeted character skills and social-emotional support, as well as anti-bullying lessons. Strategy's Expected Result/Impact: Students will develop and exhibit positive character traits and display appropriate interpersonal skills on a daily basis. Students will know how to handle situations that might include situations of bullying. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Counselors, Campus Admin, and teachers will engage in training and implement calming techniques and self-regulation strategies, such as calming corners, Kelso's Choices, and Zones of Regulation to provide SEL support for students. Strategy's Expected Result/Impact: Students will utilize Social-Emotional support tools and conflict resolution skills to calmly work through difficult situations when they are frustrated or have conflicts with others. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: 100% of students will have the opportunity to participate in co-curricular or extra-curricular activities that enhance student community engagement and academic success.

Evaluation Data Sources: Student Council Event Participation; Participation in Staff or PTA Sponsored Clubs & Events; Participation in School Assemblies & Events

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with the opportunity to participate in school musicals, art shows & contests, clubs, American Heart Challenge, United Way, PTA Reflections Art Contest, SEF Color Run/5K, PTA and campus fund raising events, Campus Fun Day, Red Ribbon Week, Career Week, College & Military Awareness Week, Student Council-led community support opportunities, SHS BOTA Canned Food Drive, and Walk for Fitness.</p> <p>Strategy's Expected Result/Impact: There will be an increased student interest and participation in community responsibility, fine arts, and being physically active.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Fine Arts/PE Staff, CIS, and StuCo Sponsors</p> <p>Title I: 2.6, 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each student will be provided with field trip opportunities, which will engage students in authentic learning environments, that will support grade level TEKS.</p> <p>Strategy's Expected Result/Impact: Students will participate in real world experiences to provide a deeper understanding of grade level concepts and content.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Leadership Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Students in Fourth & Fifth Grade will have the opportunity to be elected to the Dillingham Student Council, and will represent the students in their class, as well as plan and implement school pride events, and engage all Dillingham students in various community service and engagement activities throughout the school. Strategy's Expected Result/Impact: There will be an increased student interest and participation in school & community service projects, as well as school pride, and will foster a desire to help others. Staff Responsible for Monitoring: Principal, Assistant Principals, StuCo Sponsors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Staff will strive to offer our students opportunities to participate in special interest "clubs", such as Engineering, chess games, fine arts, gardening and others, as offered by staff. Strategy's Expected Result/Impact: These clubs could spark interests of our students to foster an excitement for a special interest that they would want to know more about or participate in. Eventually, leading up to opportunities to compete in events (possibly UIL) in the future. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Technology Specialist ESF Levers: Lever 3: Positive School Culture	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 for success in a diverse and complex world.

Performance Objective 5: All current Dillingham students (and their families) that will be transitioning to SMS or students (and families) that will be transitioning to Dillingham, will have opportunities to participate in events or activities that will inform them of expectations and give authentic experiences that will help make their transition more successful.

Evaluation Data Sources: List of transition activities throughout the school year, particularly in the Spring; Communication Documentation

Strategy 1 Details	Reviews			
Strategy 1: All incoming Kindergarten students and their families will have the opportunity to participate in Kindergarten-specific Welcoming Events prior to school starting. Strategy's Expected Result/Impact: Students and their families will be more comfortable to begin Kindergarten because they will be familiar with some key school staff, their environment, and common expectations. Staff Responsible for Monitoring: Principal, Assistant Principals, KG Lead Teacher Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Dillingham staff will work with Sherman Middle School staff to provide opportunities for our Fifth Grade students and their families to participate in authentic transition opportunities in the Spring, prior to Summer Break. Strategy's Expected Result/Impact: Fifth Grade students and their families will be more comfortable transitioning to SMS because they will be familiar with some key school staff, their environment, and common expectations. Staff Responsible for Monitoring: Principals, Assistant Principals, Fifth Grade Team Leader, Counselors Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture	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 7: Sherman ISD will develop a balanced annual budget and maximize resources that are needed to achieve district priorities.

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

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

Performance Objective 1: 100% of professional staff will participate in focused activities that will increase family/community engagement, and positive relationships with students, their families, and members of our community.

Evaluation Data Sources: Event Sign-in Sheets; schedule of school meetings/events; Feedback on Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: All classroom teachers will make a positive contact with all parents within the first month of school, and continue with consistent communication throughout the year, utilizing technology apps or other parent-preferred communication strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will create a welcoming tone and "open the door" for positive communication, transparency, and trust with all families.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop family and community partnerships by engaging in scheduled Parent/Teacher conferences and events. In the fall, the campus will host a Meet the Teacher Night prior to school starting, as well as an Open House in October. Parents and students will be invited to sign a Campus Learning Compact, partnering with the campus to make personal commitments to help ensure student success. We will also engage families and community with a minimum of one Title I/Title III Parent Engagement Evenings during the school year.</p> <p>Strategy's Expected Result/Impact: All families will feel welcomed and empowered to participate in various activities throughout the school year, and realize the personal impact and responsibility all of us have to ensure student success.</p> <p>Staff Responsible for Monitoring: All Teachers, Principal, and Assistant Principals</p> <p>Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: The school, via the Campus Site-Based Committee, will jointly develop with, and distribute to, our families, a written Parent and Family Engagement Policy. Strategy's Expected Result/Impact: This will inform parents of opportunities they have to engage with our campus throughout the school year. Staff Responsible for Monitoring: Principal; Campus Site-Based Committee Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Campus Leadership and Staff will foster positive engagement with student families, volunteers, and staff leaders, to assist in recruiting and building a stronger campus PTA Board and increase PTA membership & engagement. Strategy's Expected Result/Impact: Staff will have 100% membership in PTA. Our PTA Board will foster and promote parent leadership as we grow our campus PTA. Our PTA will provide family-centered events to help engage our school families. Staff Responsible for Monitoring: Principal Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Communities in Schools will provide services and events to assist our students and families with supports they need to be successful at school. Strategy's Expected Result/Impact: Our CIS Liaison will foster positive relationships with students, staff, and families in order to provide necessary supports, training, or events that help meet our campus families' needs. Staff Responsible for Monitoring: Principal, Counselors, CIS Title I: 2.5, 2.6, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June





Strategy 6 Details	Reviews			
<p>Strategy 6: All families will have the opportunity to receive communication regarding important school dates, events, and activities via the Blackboard Connect communication system, as well as a variety of social media sites, and the District & Campus websites. They will also have the opportunity to receive "real time" feedback and communication directly with their child's classroom teacher via the Class Dojo App.</p> <p>Strategy's Expected Result/Impact: Timely, convenient, concise, and transparent communication between school, staff, and families.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principals; Classroom Teachers; Instructional Technology Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Encourage two-way communication and authentic family engagement with students' families through involvement in PTA, parent committees, volunteering opportunities, attendance at school events, and participating in campus surveys.</p> <p>Strategy's Expected Result/Impact: Parents/Families and the community will be more engaged and likely to partner with the school to increase student achievement and success.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Campus Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	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 9: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 2: 100% of our students and their families will be provided with opportunities to engage in health strategies to promote active and healthy lifestyles.

Evaluation Data Sources: School Lunch Reports; Nurse Log; Participation in America's Heart Challenge, Fitness Gram Report





Strategy 1 Details	Reviews			
Strategy 1: All applicable Third, Fourth, & Fifth Grade students will participate in the State of Texas Fitness Gram Assessment in the Spring. Strategy's Expected Result/Impact: Students and their families will have an awareness of how their child is progressing in regards to the state physical fitness standards. PE Staff will utilize those results to be familiar with how they can help students with their awareness of being physically fit and healthy. Staff Responsible for Monitoring: Principal; PE Teachers; Campus Testing Coordinator Title I: 2.4 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All families will be provided information regarding the School Based TeleHealth program via our School Clinic/School Nurse. Strategy's Expected Result/Impact: Increase in student attendance and quicker diagnosis or treatment of student illnesses. Staff Responsible for Monitoring: Principal; School Nurse Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: 100% of students will be provided with the opportunity for a free breakfast and lunch daily. Students participating in the after-school programs will receive an evening meal as well. Strategy's Expected Result/Impact: All students will have their basic needs and nutrition met on a daily basis, which will increase their focus, engagement, and success in learning. Staff Responsible for Monitoring: Principal; Cafeteria Manager; Assistant Principals Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: The School Clinic will conduct Hearing, Vision, and Acanthosis Screenings to applicable students on a yearly basis, and will notify individual families of any possible concerns regarding these screenings. Strategy's Expected Result/Impact: Parents/Families will be aware of any health concerns related to these screenings, and will be able to address them appropriately, which will provide our students more opportunities to be successful with their learning. Staff Responsible for Monitoring: Principal; School Nurse Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Performance Objective 3: Our campus will partner with the Sherman High School CTE and Fine Arts Departments to offer unique experiences for our elementary students to gain interests and to learn about potential opportunities that will encourage them for future learning.

Evaluation Data Sources: Student participation in partnership events

Strategy 1 Details	Reviews			
Strategy 1: Counselors will collaborate with the SHS Career Technology Education Coordinator to provide a Career Fair during Career Week, offering our students the opportunity to learn about various career pathways they will have in the future. Strategy's Expected Result/Impact: Students will learn about various careers and opportunities they may have with CTE in high school or create interests in fields of study they have not considered before. Staff Responsible for Monitoring: Principal, Counselors Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Our campus will partner with the Sherman Fine Arts Director to provide our students experiences to learn about various opportunities within the SISD fine arts programs. Strategy's Expected Result/Impact: Students will be excited to learn about various types of fine arts opportunities they may have within SISD, or create interests in music or the arts that they have not considered before, and will gain real-life experiences they can utilize with our STEAM approach to learning. Staff Responsible for Monitoring: Principal, Fine Arts Teachers Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Steven Traw	Principal
Administrator	Karrissa Norris	Assistant Principal
Administrator	Xandria Johnson	Assistant Principal
Non-classroom Professional	Kelly McLaughlin	Instructional Coach
Non-classroom Professional	Jaime Thomasco	Instructional Technology/STEAM Specialist
Non-classroom Professional	Leslie Rich	School Counselor
Non-classroom Professional	Andrew Pomarantz	School Counselor
Paraprofessional	Janna Little	Principal's Secretary
Classroom Teacher	Mallorie Daugherty	Kindergarten Teacher
Classroom Teacher	Kadey King	First Grade Teacher
Classroom Teacher	Kim Lawson	Second Grade Teacher
Classroom Teacher	Stacy Bray	Third Grade Teacher
Classroom Teacher	Kelsey Simmons	Fifth Grade Teacher
Classroom Teacher	Slakey Rami	Fourth Grade Teacher
Classroom Teacher	Stephanie Dawson	Special Education Teacher
Classroom Teacher	Amy LaMondue	Dyslexia Therapist
Classroom Teacher	Rose Martin	1st Gr. Bilingual Teacher
Classroom Teacher	Brionne Mitchell	Music Teacher/Specials
Community Representative	Destanie Doll	Communities in Schools Site Coordinator