

Sherman Independent School District
Fairview Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Fairview is a school where students SOAR with pride by giving their best effort and experiencing success because they are part of a community of difference makers.

Vision

Our vision is to make a difference in our students' lives by fostering a sense of belonging and community which leads to all students being successful.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 6
 - Perceptions 7
- Priority Problem Statements 8
- Goals 9
 - Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment. 10
 - Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration. 11
 - Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement. 13
 - Goal 4: Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels. 16
 - Goal 5: Sherman ISD will empower, engage and equip students for success in a diverse and complex world. 17
 - Goal 6: Sherman ISD will address the diverse needs of students to maximize their academic achievements. 19
 - Goal 7: Sherman ISD will develop a balanced annual budget and maximize resources that are needed to achieve district priorities. 22
 - Goal 8: Sherman ISD will continue to monitor and plan for district facility needs. 23
 - Goal 9: Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students. 24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Fairview elementary school is a Kindergarten through 5th grade neighborhood campus with an enrollment of about 300 students and 45 full time staff members. The campus is in the middle of an established community with little space for community growth. The building itself is 70 years old and sits next to a progressive city park which carries the same name as the school. The campus currently has 77.8% of students classified as economically disadvantaged with a mobility rate of 13.2%. Currently, 8.7% of students qualify for ESL/Bilingual support and 15.5% are provided Special Education Services. Fairview also serves a district program for students needing intensive behavior support. The campus student ethnic distribution is 53.2% White, 13.6% African American, 23.1% Hispanic, with all other groups falling under 2%. The average class size ranges from 16.8-19.3 students per class. Fairview has a well-rounded staff with a high percentage of teachers at each stage of career experience. Currently, 22.9% of staff have 20 or more years of experience while 31.5% of staff have 5 years of experience or less. The rest of the staff, 45.7%, have between 6-20 years of experience. There is little ethnic or gender diversity among the staff at Fairview with 94.3% being white and 94.3% being women. Regarding the education levels of professional staff; 65.7% hold a Bachelor's degree and 34.3% hold a Master's degree.

Demographics Strengths

Fairview is a diverse campus with staff and students from many different backgrounds. Our campus is all inclusive and our staff and students excel in accepting, welcoming, and encouraging each other as a welcome member of our Fairview community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While it is imperative to serve all students with educational needs, the Fairview percentage of special education students being served is 15.86% which is almost 6% higher than the district goal and State level. **Root Cause:** Several steps are needed to improve the special education percentages include; improving Tier I instruction, and tightening the framework for the RTI process to help lessen the number of students referred for Special Education.

Student Learning

Student Learning Summary

The staff at Fairview utilize multiple measures of data to promote and assess academic achievement. In addition to formative and summative benchmark assessments, the staff uses State of Texas Assessments of Academic Readiness (STAAR) scores, Measure of Academic Progress (MAP) data, mCLASS data, iReady data, Fountas & Pinnell Benchmark Assessment Systems (BAS) data and TELPAS ratings. The staff is focused on creating positive relationships with families and working in professional learning communities to make an impact on teaching and learning.

Fairview's performance on the STAAR in 2022 shows the following results:

3rd Grade Reading - 82% Approaches, 51% Meets, 31% Masters

3rd Grade Math - 67% Approaches, 31% Meets, 9% Masters

4th Grade Reading - 63% Approaches, 44% Meets, 10% Masters

4th Grade Math - 40% Approaches, 16% Meets, 10% Masters

5th Grade Reading - 78% Approaches, 47% Meets, 29% Masters

5th Grade Math- 53% Approaches, 39% Meets, 22% Masters

5th Grade Science- 51% Approaches, 33% Meets, 10% Masters

Overall Accountability Rating - "Not Rated"

Student Learning Strengths

Fairview was above the district average in multiple categories:

ELAR - 3rd grade Approaches, Meets and Masters, 5th grade Approaches, Meets, and Masters

Math - 3rd grade Approaches and Meets, 5th grade Meets and Masters

Science - 5th grade Approaches, Meets, and Masters

Both the 3rd (82%) and 5th (78%) ELAR scores were the highest in the District and above the State average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Fairview students' performance on 2022 Math STAAR fell below the state average in nearly every category in 4th and 5th grade. **Root Cause:** Inefficient

Tier 1 instruction and a reliance on passing assessments at the "approaches" level , and not striving for "meets" and "mastery" level performance gave students and staff a false sense of security of content knowledge.

School Processes & Programs

School Processes & Programs Summary

Fairview Elementary has a master instructional schedule that focuses on tier 1 core instruction. This schedule includes 45 minutes daily (4 days a week), of built in time for intervention, academic enrichment, and social/emotional support for K-5th grade classes. Our campus has a dyslexia therapist to help foster early literacy and assist teachers with differentiated instruction across all grade levels. Fairview has a full-time technology specialist who assists teachers with integrating technology into the subject areas to contribute to improving student performance. All students in 2nd-5th grades have a chromebook that they can use daily in class. Students in kindergarten and 1st grade have iPads that they can use in class. We have a full time Instructional Coach and a Literacy Specialist who continuously provide training and coaching to bring evidence-based practices into classrooms by working with teachers and campus leadership. Fairview engages in a robust interviewing process to streamline and select highly qualified teachers to be strategically placed in a teaching position where they will be most effective. Our campus has continued to strengthen the use of Professional Learning Communities (PLCs) to improve student performance. Teachers meet on a weekly basis to look at student data from various assessments to determine low areas of performance and needed interventions. We are in a continuous improvement cycle with our Multi-tiered System of Supports and responding quickly when our students are experiencing difficulty in their learning and behavior. A campus leadership team is used to develop and maintain the various programs, procedures and campus operations to ensure that teachers and parents have an active voice into what is happening at the campus and its progress. An after school extended day program is offered to all students in partnership with Boys and Girls Club.

All grade level classrooms have implemented daily morning meetings in which R-Time, Boys Town, Zones of Regulation, and other SEL activities takes place every morning. We will continue to have Falcon Celebrations each 9 weeks to showcase student successes and growth. Students also receive certificates and small rewards that they are able to take home after each Falcon Celebration. Fairview is a PBIS campus and we have revamped our routines and procedures to ensure routines and expectations are the same across the campus.

School Processes & Programs Strengths

Our campus-wide Rti focus (Falcon 45) has aligned focus areas in math, reading, and SEL across campus and has also allowed for integration and specific intervention for students regardless of grade or academic level.

Devices (ex. chromebooks & iPads) , that are available to all students and staff has helped ensure that technology needs are being met and that 21st Century learning is taking place.

Common campus-wide routines and procedures have helped to align expectations for staff and students throughout our campus,

Improved PLC process to better address student needs.

Perceptions

Perceptions Summary

Fairview Elementary School has a positive reputation among parents and the community. Fairview utilizes the evidence-based approach, Positive Behavior Interventions and Supports, as a set of ideas and tools to improve the behavior of our students. This approach involves being proactive in teaching positive and appropriate behavior, instead of reacting to inappropriate behaviors in a negative manner. Our campus has revamped a mentoring program that will bring great results in nurturing the social and emotional needs of all learners. New Fairview staff members are also a part of a diligently planned mentor program where they are partnered with an established staff member. Historically Fairview has a low turnover rate.

Perceptions Strengths

Teachers at Fairview have many years of experience. More than half of the teachers have over ten years of experience and hold master's degrees.

Priority Problem Statements

Problem Statement 1: While it is imperative to serve all students with educational needs, the Fairview percentage of special education students being served is 15.86% which is almost 6% higher than the district goal and State level.

Root Cause 1: Several steps are needed to improve the special education percentages include; improving Tier I instruction, and tightening the framework for the RTI process to help lessen the number of students referred for Special Education.

Problem Statement 1 Areas: Demographics

Goals

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





Performance Objective 1: 100% of teachers will participate in a minimum of 30 hours of professional development that is relevant to their position requirements.

High Priority

HB3 Goal

Evaluation Data Sources: Eduphoria workshops, sign-in sheets, T-TESS goals, Tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Each teacher will develop and monitor a Student Learning Objective (SLO) Strategy's Expected Result/Impact: Students will meet or exceed targeted growth on reading and math iReady & mCLASS Diagnostic Assessments Staff Responsible for Monitoring: Principal, Asst. Principal, IC, and teachers</p> <p>Title I: 2.4, 2.5, 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</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each teacher will create T-TESS professional goals that are aligned to district and campus goals Strategy's Expected Result/Impact: Each teacher will set and strive for personal/professional growth that will positively impact staff and student success. Staff Responsible for Monitoring: Principal, Asst. Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Principal, Asst. Principal, and IC will regularly observe teachers and provide instant feedback and coaching to develop skills needed to increase student performance</p> <p>Strategy's Expected Result/Impact: Tier 1 Instruction will improve which will lead to high levels of student success.</p> <p>Staff Responsible for Monitoring: Principal and Asst. Principal will use STRIVE T-TESS and observations/feedback data to inform teacher level of proficiency</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All K-3 teachers will participate in the district-led Reading Academy</p> <p>Strategy's Expected Result/Impact: K-3 teachers will gain knowledge and skills in ELAR that they can immediately apply to everyday instruction.</p> <p>Staff Responsible for Monitoring: Reading Academy Cohort Leaders, Principal</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All classroom teachers will be ESL certified by the end of the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: All teachers at Fairview will be better equipped to serve our ESL/ELL population. Teachers will gain knowledge and skills that they can apply to everyday instruction.</p> <p>Staff Responsible for Monitoring: Principal, ESL teacher</p> <p>Title I: 2.6</p>	Formative			Summative
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Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 1: All campus leaders (principal, asst. principal, IC, and team leads) and all other staff (teachers, and paraprofessionals) will participate in professional development that will lead to facilitation of capacity building of all staff members.

High Priority

Evaluation Data Sources: Campus Leadership Team Meetings (CLT), Professional Learning Communities (PLC), Staff Meetings (3 Focus Areas)

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal, Asst. Principal, and the Campus Leadership Team will participate in frequent Campus Leadership Team (CLT) meetings that will result in an increase in Tier 1 instruction and the use of exemplar practices.</p> <p>Strategy's Expected Result/Impact: Increase in Tier 1 instruction, school culture, and improvement in all state accountability standards</p> <p>Staff Responsible for Monitoring: Who: Principal, Asst. Principal, Campus Leadership Team</p> <p>What: Professional Development, Development and implementation, Coaching and Feedback</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</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
Strategy 2 Details	Reviews			
<p>Strategy 2: All teaching staff will participate in Fundamental 5 training and book study that will be utilized on a daily basis throughout the school year.</p> <p>Strategy's Expected Result/Impact: An increase in Tier 1 instruction that results in student improvement both academically and socially.</p> <p>Staff Responsible for Monitoring: Admin, IC, Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All staff will participate in one of three committee focus areas (RtI & Instruction, Attendance & Engagement, Student Portfolios) through staff meetings throughout the school year.</p> <p>Strategy's Expected Result/Impact: All staff will be involved in different decision making process(es) that will lead to increased staff and student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Principal and Asst. Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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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: At least 84+% of all eligible groups will meet target in the Closing the Gaps sub pop categories in ELAR. At least 38+% of all eligible groups will meet target in the Closing the Gaps sub pop categories in Math.

High Priority

Evaluation Data Sources: Lesson plans, STRIVE T-TESS & T-PESS goals, tutoring plan, Observation & Feedback data, PD plan & sign-in sheets, PLC agendas & minutes, MAP data.

Strategy 1 Details	Reviews			
<p>Strategy 1: All PLC's will implement strong data-driven instructional processes that will close student gaps and ensure academic growth for all students. A "Data Wall" will be created and used by all K-5 PLC groups with fidelity.</p> <p>Strategy's Expected Result/Impact: 84+% of all eligible groups will meet target in the Closing the Gaps sub pop categories in ELAR. 38+% of all eligible groups will meet target in the Closing the Gaps sub pop categories in Math.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, IC, and teachers</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

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize iReady and mCLASS data/resources to target instruction and coach students in taking ownership for their learning</p> <p>Strategy's Expected Result/Impact: K-5 Students will set goals and be encouraged to achieve "typical" and/or "stretch" growth as measured by iReady assessments. K-2 students will set growth goals for mCLASS assessments.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, and IC will support teachers in using a tracker to schedule conferences with students regarding their performance data and have students set individual goals</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



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.

Performance Objective 2: 100% of core instruction and content will be aligned to the Fundamental 5 framework.

High Priority





Evaluation Data Sources: Lesson plans, Walk-Through Data, Formative Assessments, Student Performance Data, High-Yield Instructional Strategies

Strategy 1 Details	Reviews			
<p>Strategy 1: All core content teachers will fully implement Lesson Frame & Closure in 100% of daily lessons. Strategy's Expected Result/Impact: Higher levels of student understanding and mastery will be achieved. Alignment of TEKS to lesson plan and lesson plan activities will be evident. Staff Responsible for Monitoring: Principal, Asst. Principal, IC, and teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All core content teachers will plan for and provide Frequent Small Group Purposeful Talk and Critical Writing within 100% of daily lessons. Strategy's Expected Result/Impact: Student understanding and transfer of learning will be evident. Staff Responsible for Monitoring: Principal, Asst. Principal, IC, and teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 4: Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels.

Performance Objective 1: 100% of teachers and students will use instructional technology with fidelity.





Evaluation Data Sources: Lesson plans, comp lab schedule, student projects, Google Classroom and iReady usage.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Tech Specialist will plan and collaborate with teachers on technology integration projects</p> <p>Strategy's Expected Result/Impact: Teachers will be proficient (or are working towards proficiency) in grade level technology competencies.</p> <p>Staff Responsible for Monitoring: Tech Specialist will monitor students progress through formative assessments aligned with competencies.</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All grade level teachers will integrate Google Classroom into their instructional design.</p> <p>Strategy's Expected Result/Impact: 100% of students will be using Google Classroom on a weekly basis and will be working towards proficiency in grade level technology competencies.</p> <p>Staff Responsible for Monitoring: Technology Specialist</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
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Goal 5: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 1: All K-5 students will set and track goals (w/ teacher support) in Reading and Math (K-5th) and Science (3rd-5th).





Evaluation Data Sources: Student Portfolios and Goal Setting/Tracking forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: All K-2 students will set and track goals (w/ teacher support) in Reading (mCLASS) and Math (iReady) throughout the year and from BOY to MOY and then from MOY to EOY testing.</p> <p>Strategy's Expected Result/Impact: Student performance will increase in reading and math: student percentile rankings will increase from BOY to MOY and from MOY to EOY diagnostic assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, IC, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All 3-5 students will set and track goals (w/ teacher support) in Reading (iReady), Math (iReady), and Science (formative assessments) throughout the year and from BOY to MOY and then from MOY to EOY testing.</p> <p>Strategy's Expected Result/Impact: Student performance will increase in reading, math, and science: student percentile rankings will increase from BOY to MOY and from MOY to EOY diagnostic assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, IC, and classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
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Goal 5: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 2: All staff will implement PBIS to manage behavior, build relationships, and teach social skills.





Evaluation Data Sources: Discipline referrals, Positive Behavior rewards

Strategy 1 Details	Reviews			
<p>Strategy 1: R Time, Boys Town, Zones of Regulations, and Morning Meeting weekly lesson themes will be implemented and promoted across all classrooms.</p> <p>Strategy's Expected Result/Impact: Students will respond to and show the ability to practice following the focus skill of each week as well as growing and improving emotional stability throughout the school year.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, and Support Staff</p> <p>Title I: 2.6</p> <p>- ESF Levels: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Positive behavior will be promoted, noticed, and rewarded throughout the school year through Falcon Celebrations, Falcon Bucks, R.A.V.E.(ing) on students and more.</p> <p>Strategy's Expected Result/Impact: Students will know that positive behavior leads to recognition and affirmation.</p> <p>Staff Responsible for Monitoring: Teachers, Support Staff, Principal, and Asst. Principal</p> <p>Title I: 2.6</p> <p>- ESF Levels: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
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Goal 6: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 1: All 4th and 5th grade students that failed the 2022 STAAR test will be offered accelerated instruction in the subject(s) that they failed.





Evaluation Data Sources: iReady data, Progress monitoring spreadsheet, Benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students that failed STAAR will be invited to summer school. Accelerated math and reading instruction will be offered daily during RtI during the school day for the 2022-2023 school year..</p> <p>Strategy's Expected Result/Impact: STAAR failures will decrease and previous failures will show growth and move towards "Approaching" , "Meets", or "Masters" on this year's STAAR test(s)</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, IC, and teachers will monitor all student performance data</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
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Goal 6: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 2: A school wide focus on attendance monitoring and positive promotion will be monitored.





Evaluation Data Sources: Attendance reports, Excessive Absenteeism reports

Strategy 1 Details	Reviews			
<p>Strategy 1: A campus committee will meet 1-2 times a month to discuss promotion of attendance and to highlight strategies and efforts to increase attendance across the campus.</p> <p>Strategy's Expected Result/Impact: Overall attendance will improve and positive reinforcement of the importance of attending school will be established. A campus goal of 97% attendance rate will be achieved.</p> <p>Staff Responsible for Monitoring: Admin, Teachers, Office Staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 6: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 3: A schoolwide RtI focus (Falcon 45) will be implemented for 45 minutes, 4 days a week.

Evaluation Data Sources: iReady and mCLASS data, STAAR accountability reports, campus discipline and behavior data, campus academic data

Strategy 1 Details	Reviews			
<p>Strategy 1: 3 days (135 minutes) of Falcon 45 will be focused on Math and ELAR intervention each week.</p> <p>Strategy's Expected Result/Impact: Students will receive necessary support in math and ELAR and learning gaps will be closed</p> <p>Staff Responsible for Monitoring: Admin, IC, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1 day (45 minutes) of Falcon 45 will be focused on SEL support and intervention each week.</p> <p>Strategy's Expected Result/Impact: Students will receive social and emotional support that will result in a higher state of well-being and self-care.</p> <p>Staff Responsible for Monitoring: Admin, IC, teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
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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 community stakeholder groups to enhance educational experiences for students.

Performance Objective 1: 100% of teachers will participate in activities to increase positive relationships with students, families, and members of the community.





Evaluation Data Sources: Student contact data in Aware, Teacher Communication log, PTA meetings sign-in sheets, Survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will schedule to attend at least one PTA meeting. Strategy's Expected Result/Impact: 80% or more parents will report positively on yearly climate survey. Staff Responsible for Monitoring: Who: Principal, team leaders</p> <p>What: Attendance schedule, sign-in sheet</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each teacher will create a schedule and/or log for Parent-Teacher Conferences. Strategy's Expected Result/Impact: 100% of parents will feel welcome as an active participant in their child (ren)'s education. Staff Responsible for Monitoring: Principal will monitor and retain a copy of each teacher's parent contact log</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will utilize Class Dojo to allow for timely communication between parent and teacher. Strategy's Expected Result/Impact: Parents will feel welcomed as an active participant in their child(ren)'s education and will respond positively on the climate survey. Staff Responsible for Monitoring: Principal will monitor teachers communication log</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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





Performance Objective 2: 100% of teachers will strive to engage our ELL families to actively participate in their child's education.

Evaluation Data Sources: Sign-in sheets, communication logs, survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will be intentional in making at least one positive contact to all ELL families within the first nine weeks of school; and periodic follow-ups after the first nine weeks.</p> <p>Strategy's Expected Result/Impact: 100% of ELL parents will feel welcome as an active participant in their child(ren)'s education</p> <p>Staff Responsible for Monitoring: Principal will monitor teachers communication and contact logs (Class Dojo and Aware journal)</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Counseling services will be offered to all students on a weekly basis across the campus.





Strategy 1 Details	Reviews			
<p>Strategy 1: A Counseling Specials rotation will be offered to all K-5 students that includes students receiving guidance and counseling services weekly.</p> <p>Strategy's Expected Result/Impact: Students will be better supported with SEL, Safe School & Anti-Bullying strategies and resources.</p> <p>Staff Responsible for Monitoring: Admin and Counselor</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Our campus will strive to maintain the positive influence our PTA has established since the 2021-2022 school year.. School and community members will be recruited and asked to be a more involved member of our school.

Evaluation Data Sources: PTA meetings, school communication

Strategy 1 Details	Reviews			
<p>Strategy 1: A schedule for PTA meetings will be created and emphasized.</p> <p>Strategy's Expected Result/Impact: School events will be discussed and planned for. Fundraising opportunities will be initiated and funds will be collected to be used in upcoming community events (ex. Spring/Fall Festival, Fun Run).</p> <p>Staff Responsible for Monitoring: PTA president, Cassi Samples, Rebecca Nash, Admin</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: "Falcon Force" will be initiated and implemented throughout the school year. Falcon Force is a "dad" group that will greet kids and families in the mornings each day/week.</p> <p>Strategy's Expected Result/Impact: Students will be greeted feel welcomed by Fairview (male) parents on a daily/weekly basis.</p> <p>Staff Responsible for Monitoring: PTA representatives (staff based).</p> <p>Title I: 2.6, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: PTA will strive to involve parents through various academic and community events on campus (ex. Falcon Fest, Curriculum Night(s), Fundraisers, etc.)</p> <p>Strategy's Expected Result/Impact: Parents will be invited to be involved and our parent participation numbers will increase.</p> <p>Staff Responsible for Monitoring: PTA representatives (staff based).</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				