Sherman Independent School District

Sory Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

Henry W. Sory Elementary School exists to develop leaders one Husky at a time.

Vision

Every student will be reading at or above 2nd grade level proficiency and maintain or improve their proficiency for each subsequent grade.

Commitment Statements:

I will be a positive contributing member of my collaborative team.

I will use student data to drive my instruction.

I will build relationships and collaborate with parents to support student growth.

Value Statement

Core Values:

Intentional

Compassion

Perseverance

Teamwork

Integrity

Trust

Positive

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Henry Sory Elementary is a Title I campus located just 60 miles North of Dallas, Texas. Within Sherman Independent School District, Henry Sory Elementary is one of seven elementary schools. This elementary school serves students from Kindergarten through 5th grade. Sory hosts one special program comprised of four centralized classrooms. These classrooms serve students who need specially designed instruction in order to get their individualized academic needs met. These classrooms have the acronym FALS: Functional Academics and Life Skills. In addition, these classroom serve some of Sherman I.S.D.'s most medically fragile students. Sory added six new general education sections as well as two special education classrooms. Seventeen teachers who are new to Sory were added to the teaching staff. Four of these seventeen teachers have zero years teaching experience.

General Information:

- Sory serves 550 students.
- Our school mascot is "Hank" the Husky.
- Our school colors are: red, white and blue.
- 100% Faculty Participation Rate in PTA
- 79 Staff Members

Student Demographics:

- Economically Disadvantaged: 62%
- African American 12% (4% increase vs. last year)
- Asian 9% (3% increase vs. last year)
- Hispanic 22% (11% decrease vs. last year)
- American Indian 1%
- Two or more races 9.5% (1% increase vs. last year)
- White 47.5% (3% increase vs. last year)

Demographics Strengths

1. Sory has a very diverse population.

2. Sory's enrollment numbers continue to grow.

3. According to the home language surveys 8 different languages are spoken at Sory.

4. Sory has a very supportive PTA.

5. Sory's teaching staff is composed of experienced and teachers new to the profession.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Challenges exist in addressing the various and specific needs of Sory's students who are identified as economically disadvantaged. **Root Cause:** Many of the students identified as economically disadvantaged enter school with fewer academic skills and socio-emotional readiness skills.

Problem Statement 2: For the 22-23 school year, sixteen new teachers were added to Sory's staff. This included the addition of six new general education classrooms and two new special education classrooms. Only two of the new teachers added for the 22-23 school year are on a District of Innovation Plan. **Root Cause:** Increasing school enrollment and statewide teacher shortage.

Student Learning

Student Learning Summary

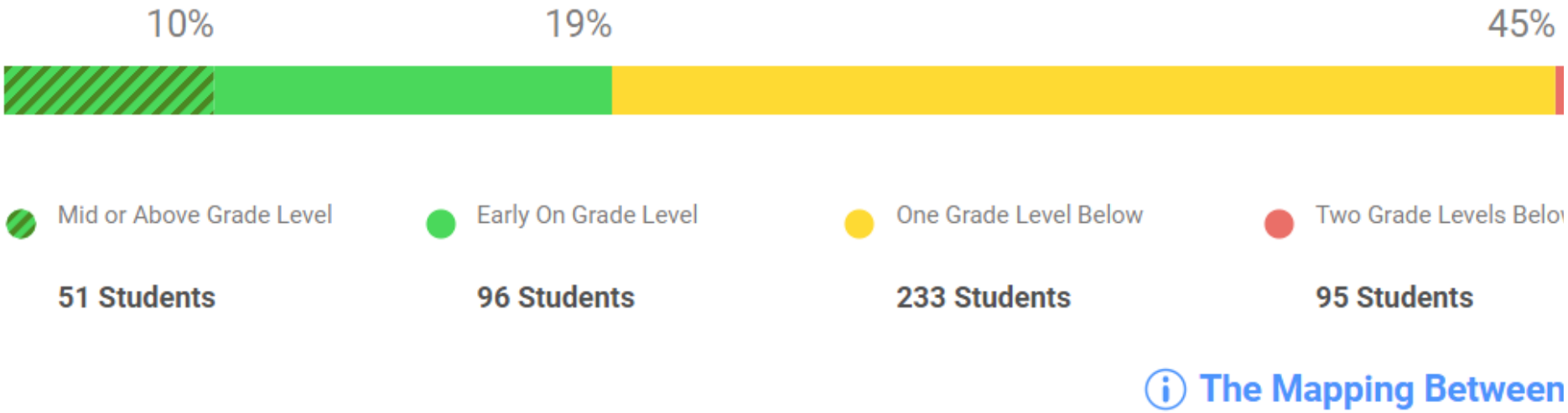
Sory utilizes multiple measures of data: State of Texas Assessments of Academic Readiness (STAAR) scores, I-Ready Diagnostic data, and informal and formal assessments to promote an increase in academic achievement. Sory fosters positive relationships and works in professional learning communities to make an impact on teaching and learning. Due to the Covid Pandemic, Sory received an overall rating of "Not Rated" the state did not rate any school that would have scored below a C in order to give these schools additional time to close the learning gaps from the past two years. When disaggregating Sory's Academic Achievement Status within the area of reading three sub-populations met the expected target: Economically Disadvantaged, English Language Learners, and Special Education. Additionally within the same subject matter of reading, English Language Learners did met the targeted growth status measure. Sory received full credit on the STAAR report card for English Language Proficiency.

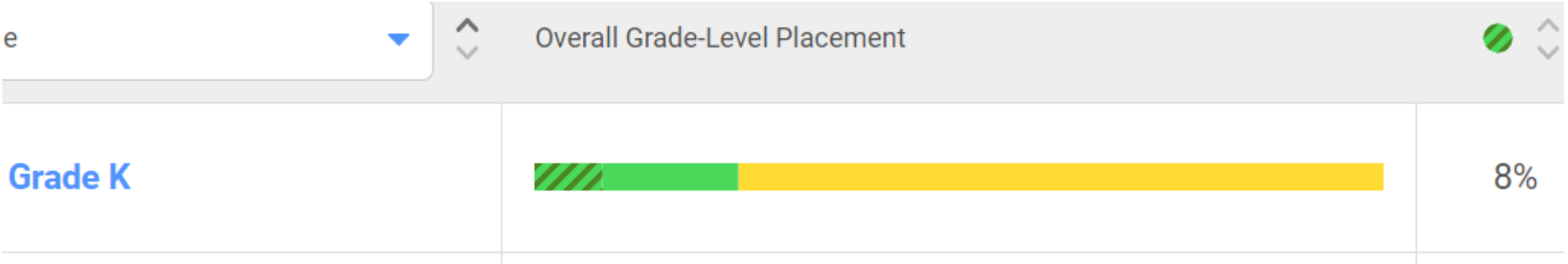
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Co o En
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	62%	67%	60%	64%	70%	75%	-	49%	60%	61%	62%	38%	61%	
At Meets GL Standard or Above	29%	41%	26%	31%	0%	43%	-	20%	27%	26%	27%	22%	32%	
At Masters GL Standard	13%	19%	14%	12%	0%	21%	-	6%	11%	13%	14%	5%	13%	
ELA/Reading														
Percent of Tests														
At Approaches GL Standard or Above	72%	78%	70%	72%	*	83%	-	68%	71%	72%	73%	43%	64%	
At Meets GL Standard or Above	38%	57%	32%	40%	*	67%	-	27%	36%	34%	35%	24%	29%	
At Masters GL Standard	20%	26%	18%	22%	*	42%	-	9%	17%	22%	23%	9%	14%	

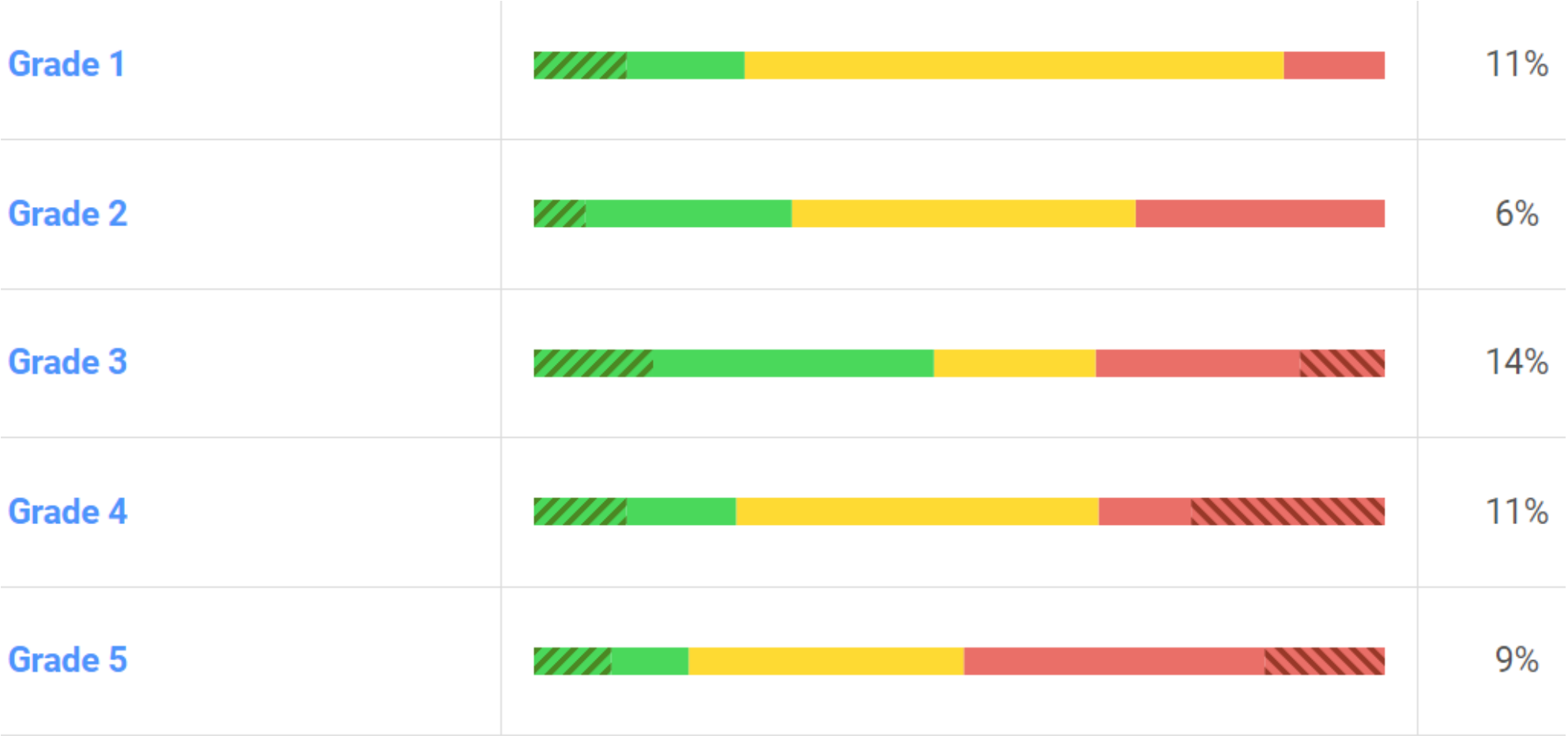
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	56%	65%	58%	55%	*	67%	-	36%	54%	57%	57%	34%	57%
At Meets GL Standard or Above	26%	35%	26%	27%	*	33%	-	14%	24%	24%	25%	22%	36%
At Masters GL Standard	9%	17%	13%	6%	*	8%	-	5%	7%	8%	9%	2%	14%

Science														
Percent of Tests														
At Approaches GL Standard or Above	49%	38%	34%	64%	*	*	-	20%	44%	42%	44%	36%	*	
At Meets GL Standard or Above	13%	13%	9%	17%	*	*	-	20%	9%	8%	11%	7%	*	
At Masters GL Standard	3%	0%	6%	2%	*	*	-	0%	3%	4%	4%	7%	*	

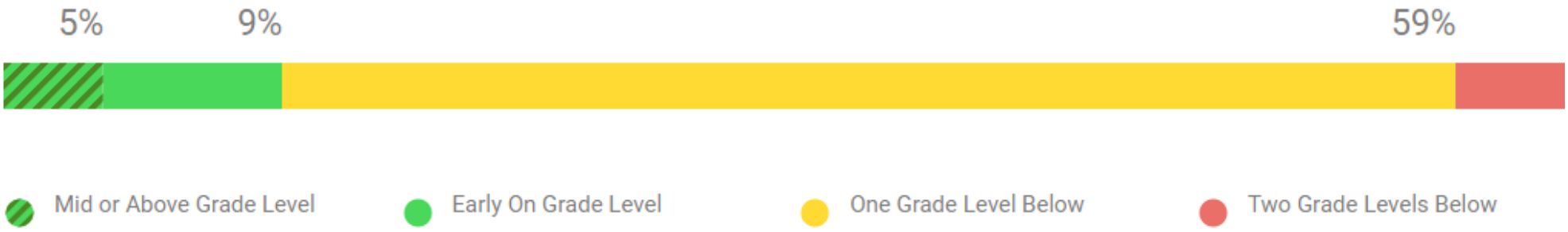
Beginning of Year Data in the Area of Reading:







Beginning of Year Math Data:



28 Students	46 Students	304 Students	95 Students

The Mapping Between 5-Le

Grade K		10%
Grade 1		3%
Grade 2		1%
Grade 3		4%
Grade 4		8%
Grade 5		6%

Student Learning Strengths

1. Three student groups met the target for Academic Achievement in Reading.

2. English Language Learners exceeded the target for academic growth in reading.

3. Sory's master schedule reflects time for Professional Learning Communities on a weekly basis for every grade level.

4. Sory's master schedule reflects WIN "What I Need" time everyday to support targeted intervention blocks.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to STAAR data, Sory has a six year decline of students meeting standard within the area of reading, math, and science. **Root Cause:** Sory has a need for instructional focus on strong Tier 1 instruction and targeted intervention

Problem Statement 2 (Prioritized): Within the area of reading, two of Sory's largest student groups did not meet standard. **Root Cause:** Sory has a need for more intentional small group reading instruction.

Problem Statement 3 (Prioritized): Math Performance negatively impacted all three (3) areas of Student Achievement, Academic Progress, and Closing the Gap. **Root Cause:** Sory has a need for more intentional small group math instruction and effective student math centers.

Problem Statement 4: According to STAAR data, Challenge students (Gifted & Talented) are not showing the expected annual growth on the STAAR and need more accelerated instruction. **Root Cause:** Sory has only one, part-time Challenge teacher. G/T students are only getting a half-day per week of specially designed accelerated instruction. Half day per week is not enough to help them achieve at their level of expectation, nor to help them excel.

School Processes & Programs

School Processes & Programs Summary

Sory's Elementary's climate survey indicates that we have a positive school climate. When guests walk into Sory they comment on how inviting and welcoming everyone is that they meet. Sory's students are provided with various programs that help support social emotional skill development, relationship building, Positive Behavioral & Intervention Supports (PBIS), and character education development. This school year, Sory has begun to implement the Leader in Me curriculum. Additionally, Sory offers many opportunities for student and families to engage on campus in an array of community events. This teaches students the importance of community involvement and giving students authentic learning experiences. This school has a high retention rate with our staff members. Sory's administration believes in a shared leadership model approach to improving student achievement. The school is led by an Administrative Team as well as an Instructional Leadership Team. The Instructional Leadership Team is comprised of 15 staff members. Every grade level has a representative as well as every specialized department on campus. Sory's teams work closely together to ensure ongoing applicable training, and support for Sory's teachers. The Administrative team's charge is to ensure all of Sory's staff members are equipped to be the best instructional leader of their classrooms.

School Processes & Programs Strengths

1. PALs - Partnership with Sherman High School as a mentoring program for students.

2. Very active PTA with a myriad of events to engage the families throughout the school year.

3. Husky Honors Celebration four times a year. This is to celebrate our student's academic achievement.

4. Our FALS students participate in Special Olympics throughout the school year. They participate in bowling, basketball and track events.

5. Challenge students participate in UIL Chess competitions and Green Night.

Sory Elementary School provides Teacher Observations/Student Teaching mentors for:

- Austin College
- Grayson County College
- Texas A&M-Commerce
- Southeastern Oklahoma State University
- University of North Texas
- Texas Women's University
- Texas Tech University
- Tarleton State University
- Teach for Texas students
- Region 10 Alternative Certification Program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Covid -19 has stunted the growth of social/emotional skills as well as school readiness skills for the majority of our students. **Root Cause:** Students are arriving daily with the lack of social, emotional, coping, and school readiness skills.

Problem Statement 2: Student's are arriving daily to Sory with severe emotional trauma. **Root Cause:** Due to trauma within the home, many students attending school have severe emotional needs.

Perceptions

Perceptions Summary

Sory Elementary's culture is extremely welcoming, family oriented and loving. Sory holds all students to high academic and personal character standards, and celebrate their individual successes. This elementary school has a very diverse school community, however which is not the perception throughout the district. Moreover, Sory has begun the transition of developing a growth mindset for our students. Students set goals for themselves and on a daily basis and celebrate as they accomplish their individual goals.

Staff and Community surveys indicate an overwhelmingly positive perception in regards to school climate, teacher morale, staff/student safety, and support given for students. Teachers and staff feel that their role in SISD is respected and they believe their supervisors are supportive of them and their work. Teachers report an overall satisfaction of their job.

Perceptions Strengths

1. Overall, parents and the community support Sory Elementary.

2. Teachers and staff feel respected from both coworkers and supervisors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In order to continually improve student achievement, the PLC process needs to be refined. **Root Cause:** The ongoing process in which educators work collaboratively changes based on a skill acquisition of seasoned and new new staff.

Problem Statement 2: Some of our families are not active participants in their child's education. **Root Cause:** Low - socioeconomic status such as balancing work/life demands impedes active participation within their child's education.

Priority Problem Statements

Problem Statement 1: According to STAAR data, Sory has a six year decline of students meeting standard within the area of reading, math, and science.
Root Cause 1: Sory has a need for instructional focus on strong Tier 1 instruction and targeted intervention
Problem Statement 1 Areas: Student Learning

Problem Statement 4: Covid -19 has stunted the growth of social/emotional skills as well as school readiness skills for the majority of our students.
Root Cause 4: Students are arriving daily with the lack of social, emotional, coping, and school readiness skills.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: In order to continually improve student achievement, the PLC process needs to be refined.
Root Cause 5: The ongoing process in which educators work collaboratively changes based on a skill acquisition of seasoned and new new staff.
Problem Statement 5 Areas: Perceptions

Problem Statement 2: Within the area of reading, two of Sory's largest student groups did not meet standard.
Root Cause 2: Sory has a need for more intentional small group reading instruction.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Math Performance negatively impacted all three (3) areas of Student Achievement, Academic Progress, and Closing the Gap.
Root Cause 3: Sory has a need for more intentional small group math instruction and effective student math centers.
Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)

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
- Accountability Distinction Designations

Student Data: Assessments

- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: 100% of staff will receive ongoing support and professional development opportunities. Training will be related to the school-wide model expectation of instructional practices through the collaborative PLC process.

Evaluation Data Sources: Professional Development Calendar
Job Embedded Professional Development
Learning Walks
Horizontal District Teaming
Instructional Coaching Cycle

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: All teachers will be provided with coaching, modeling, professional development, data analysis and collaborative planning to meet both campus and individual professional goals. There will be a targeted focus on TIER I small group instruction with an emphasis on guided reading and small group math instruction. **Strategy's Expected Result/Impact:** High yield instructional best practices will be evidenced through both walk throughs, lesson plans, and PLC agendas. This will lead to an increase in student achievement. **Staff Responsible for Monitoring:** Campus Administration Instructional Coach Reading Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: 100% of Sory's campus leadership team will participate in a leadership retreat, professional development opportunities, and leadership team meetings that will result in a highly preforming and collaborative team that is focused on Sory's mission, vision, and core values.

Evaluation Data Sources: Leadership Team Agendas, Professional Development Calendar, PLC Agendas/Notes, Campus Administrative Team Agendas/Notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: During the PLC process team leaders will help their grade level teams effectively answer the four PLC questions in order to write highly effective lesson plans. These detailed lesson plans will outline targeted small groups to include student names and teaching strategies. **Strategy's Expected Result/Impact:** Campus Admin. Team will implement an effective PLC process, which will yield to effective lesson plan development focused on differentiated instruction leading to improved student achievement. **Staff Responsible for Monitoring:** Campus Administration Instructional Coach Reading Specialist ESL Specialist **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: STAAR tested areas will show a minimum of 3-5% improvement in student performance within the areas of reading, math and science.

High Priority

Evaluation Data Sources: STAAR performance data looking at all student identified sub-populations: socio-economically disadvantaged and white.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Use of the data driven instructional model in PLCs and Administrative team meetings. **Strategy's Expected Result/Impact:** Improvement of 3-5% in student performance as measured by the STAAR tested areas **Staff Responsible for Monitoring:** Director of Elementary Campus Administration Instructional Coach Team Leaders Reading Specialist **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
0% No Progress 100% 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 1: Improve student outcomes by 50% of our students meeting growth measure as evidenced through iREADY and STAAR data.

High Priority

Evaluation Data Sources: iREADY Data
STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: During designated intervention time called WIN time "What I Need", 100% of teachers will utilize mCLASS and/or iREADy intervention tool kits to determine student's instructional needs as evidenced through lesson plans. **Strategy's Expected Result/Impact:** Student's reading scores will improve according to mCLASS, running records, iREADY, and STAAR. Student's math scores will improve according to iREADY and STAAR. Text levels and comprehension levels will improve. Number Sense will improve. **Staff Responsible for Monitoring:** Campus Administration Instructional Coach Reading Specialist ESL Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: The Instructional Coach will provide professional development depending on the individual teacher's needs through the instructional coaching cycle. **Strategy's Expected Result/Impact:** 45% or more of students will be at grade level proficiency within the areas of reading and math. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 3: 100% of teachers will provide effective small group instruction within the areas of reading and math as evidenced by walk-through data. **Strategy's Expected Result/Impact:** Improved academic performance on formative and summative assessment . **Staff Responsible for Monitoring:** Director of Elementary Campus Administration Instructional Coach Reading Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% 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 all teachers will participate in data driven instruction and disaggregate data to focus on student achievement, instructional practices, and close the achievement gaps as evidenced by PLC agendas.

High Priority

Evaluation Data Sources: mCLASS
iREADY
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: 100% of staff members will create a data room and maintain student data in real time. **Strategy's Expected Result/Impact:** 45% or more of students will be at grade level proficiency within the areas of reading and math. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: 90% of teachers will be utilizing effective classroom procedures and routines i.e. demonstrating the "Bearcat Way" as evidenced by classroom walk-throughs. **Strategy's Expected Result/Impact:** 50% or more of students will be at grade level proficiency within the areas of reading and math. **Staff Responsible for Monitoring:** Campus Administration Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: 100% of teachers will integrate technology to enhance student engagement and academic success as evidenced by iREADY usage reports.

Evaluation Data Sources: iREADY usage reports
Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Sory teachers will regularly utilize technology tools such as the iPads (K-2) and Chromebooks (2-5) to increase student engagement and provide targeted intervention across content areas especially within the areas of reading and math. **Strategy's Expected Result/Impact:** Students will be provided daily opportunities to use technology to improve student achievement. **Staff Responsible for Monitoring:** Campus Administration Instructional Coach Reading Interventionist **Title I:** 2.4, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: All students groups will improve their federal accountability growth target within Domain 3 (Closing the Performance Gaps) as evidenced by STAAR report.

Evaluation Data Sources: mCLASS
iREADY
CFAs
TELPAS
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: 100% of teachers will provide targeted intervention support within the areas of Reading and Math by utilizing WIN time "What I Need." **Strategy's Expected Result/Impact:** mCLASS iREADY CFAs TELPAS STAAR **Staff Responsible for Monitoring:** Campus Administration Instructional Coach Reading Specialist ESL Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: The reading specialist will provide high quality Tier II and III intervention support per the REACH program as evidenced by iREADY data and running records. **Strategy's Expected Result/Impact:** Marked improvement with the following data points: mCLASS iREADY Running Records BAS **Staff Responsible for Monitoring:** Campus Administration Instructional Coach Reading Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 3: The ESL teacher will provide ELP students with targeted instruction through small groups provided by English as a Second Language program. **Strategy's Expected Result/Impact:** 50% or more of students will be at grade level proficiency within the areas of reading. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 4: Classroom teachers supported by Sory's GT teacher will provide GT students with enriched curriculum and activities in the GT pullout program as evidenced through iREADY and STAAR data. **Strategy's Expected Result/Impact:** 70% or more of GT student will be at the exceed their growth measure. **Staff Responsible for Monitoring:** Campus Principal GT Teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 5: Special Education teachers will provide differentiated instruction support for the students served through special education services. **Strategy's Expected Result/Impact:** 40% or more of all student in special education services will be at the MEETS standard level standard on all EOY assessments. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: 100% of staff will utilize Positive Behavior Supports and Interventions as well as Restorative Discipline practices to ensure all students have a safe, positive, and orderly school environment.

Evaluation Data Sources: TEAMS Discipline data
Campus Culture Climate Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: PBIS committee will continue to refine Positive Behavior Interventions and Supports as well as following the "Bearcat Way" to support a positive school climate and culture. **Strategy's Expected Result/Impact:** Decrease in the number of students receiving discipline referrals and a reduction in severe physical aggressive events **Staff Responsible for Monitoring:** PBIS Committee Team Campus Administrator Assistant Principal School Counselor Communities in Schools Liaison **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: Sory will continue to focused on positive reinforcement of desired behavior through consistent expectations throughout the school, ongoing staff collaboration and recognition of HOWL behaviors through: classroom incentives; Husky Bucks; Husky HOWL Table; Husky Store, Husky Honor Awards, and Positive Office Referrals. **Strategy's Expected Result/Impact:** All students will be motivated to achieve personal goals and feel success when they are rewarded/celebrated. **Staff Responsible for Monitoring:** PBIS Committee Campus Administration School Counselor **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 3: 100% of teachers will increase their levels of reinforcement to promote pro-social behaviors by receiving targeted professional development within the areas of reinforcement and classroom rules and procedures as evidenced by classroom walk-throughs. **Strategy's Expected Result/Impact:** Lower the number of extremely physically aggressive and explosive maladaptive behavior episodes. **Staff Responsible for Monitoring:** PBIS Committee Campus Administration School Counselor Communities in Schools Liaison **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: 100% of our students will receive Social and Emotional learning and support.

Evaluation Data Sources: School Counselor Monthly Calendar
R-Time Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Campus School Counselor will develop a monthly calendar of guidance lessons and will teach monthly lessons to each homeroom class, focusing on targeting character skills and social emotional support. **Strategy's Expected Result/Impact:** Students will develop and exhibit positive character traits and display appropriate interpersonal skills on a daily basis. **Staff Responsible for Monitoring:** Campus Administration School Counselor **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: During the designated time outlined within the master schedule, 100% of homeroom classrooms will implement character education and relationship building through R-Time lessons and Leader In Me as evidenced by classroom walk-throughs. **Strategy's Expected Result/Impact:** Students will develop and exhibit positive character traits and display appropriate interpersonal/SEL skills, which will decrease discipline referrals regarding interpersonal conflicts. **Staff Responsible for Monitoring:** Campus Administration School Counselor Communities in Schools Liaison **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 3: Communities in Schools liaison will case manage at least 50 identified Sory families as evidenced by CIS caseload reports. **Strategy's Expected Result/Impact:** The families will receive individualized support within the areas of: mental and/or behavioral health, academic, attendance and social services support leading to improved student achievement. **Staff Responsible for Monitoring:** Campus Administration. School Counselor Communities in Schools Liaison **Title I:** 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: 100% of students will have opportunities to participate in co-curricular or extra-curricular activities that enhance student community engagement and academic success.

Evaluation Data Sources: Calendar of Student Council and Staff Sponsored events
Attendance Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: Provide students will the opportunity to participate in school musicals, America's Heart Challenge, United Way, Big Art Day, PTA Reflections Art Contest, SEF Color Run/5K, Fun Day, PTA and campus fund raising events, Campus Fun Day, Red Ribbon Week, and Walk for Fitness. **Strategy's Expected Result/Impact:** There will be an increased student interest and participation in the school's community, fine arts, and being physically active. **Staff Responsible for Monitoring:** Campus Administration Specials Teacher i.e. Music, Art and P.E. Student Council Sponsors **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: Each Grade Level will provide field trip opportunities which will engage students in authentic learning environments and support grade level TEKS. **Strategy's Expected Result/Impact:** Students will participate in real world experiences to provide a deeper understanding of grade level concepts and content. **Staff Responsible for Monitoring:** Campus Administrators Grade Level Team Leaders **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 3: Students in 4th and 5th Grade will have the opportunity to be elected by their peers to Sory's Student Council. These student council members throughout the year will plan school pride events and participate in community service opportunities. **Strategy's Expected Result/Impact:** There will be an increased student interest and participation in community service projects, as well as school pride such as helping others who are in need. **Staff Responsible for Monitoring:** Campus Administration Student Council Sponsors **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 4: 4th and 5th grade students will have the opportunity to participate in Robotics Club. **Strategy's Expected Result/Impact:** There will be an increased student interest in STEAM activities **Staff Responsible for Monitoring:** Campus Principal Technology Specialist **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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 and community engagement.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 1: 100% of all classroom teachers will build positive family relationships by making a positive contact with all parents during the first month of school and will continue with consistent communication throughout the school year. **Strategy's Expected Result/Impact:** Teachers will create a welcoming tone and "open the door" for positive communication with all parents. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 2: Invite campus stakeholders to develop strong parent, student, and campus partnerships through participation in scheduled Parent Teacher conferences and events. In the fall, parents and students will be invited to sign a Learning Compact, partnering with the campus to make personal commitments to help ensure student success. **Strategy's Expected Result/Impact:** All families will feel welcome to participate in various activities throughout the school year, and realize the personal impact and responsibility all of us have to ensure student success **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 3: The school, via the Campus Site-Based Team will jointly develop and distribute to parents and family members of participating children a written Parent and Family Engagement Policy. **Staff Responsible for Monitoring:** Campus Principal Campus Site Based Committee **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 4: Sory will achieve 100% Staff Membership with the Sory Elementary PTA **Strategy's Expected Result/Impact:** Sory staff will show support and participation with the PTA, and will foster positive relationships between staff and families. **Staff Responsible for Monitoring:** Campus Principal PTA Membership Log **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	June
Strategy 5: Encourage two-way communication and engagement with students' families through involvement in the PTA, parent committees, volunteering opportunities, attendance at school events, and participating in campus surveys. School will host an annual Title I Parent Engagement Night **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. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6, 4.2 **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
5	1	4	Classroom teachers supported by Sory's GT teacher will provide GT students with enriched curriculum and activities in the GT pullout program as evidenced through iREADY and STAAR data.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
5	1	4	Classroom teachers supported by Sory's GT teacher will provide GT students with enriched curriculum and activities in the GT pullout program as evidenced through iREADY and STAAR data.