

Sherman Independent School District

District Improvement Plan

2023-2024



Mission Statement



Vision

Graduate Profile and Beliefs



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Comprehensive Needs Assessment

Demographics

Demographics Summary



Sherman ISD (SISD) is a diverse school district located approximately 60 miles north of Dallas, Texas. SISD has an enrollment of about 7800 students in 13 campuses including one 5A high school, one alternative campus, one tri-county juvenile campus, one juvenile justice alternative education program serving Grayson county, two middle school campuses, two early education campuses and seven elementary schools. Approximately 80% of students in SISD are classified as economically disadvantaged. The racial make-up of the district is 47% Hispanic, 31% Anglo, 12% African American, 7% multi-racial, 3% Asian, 1% American Indian and 1% Pacific Islander. 21% of students are served in special education and 28% are served in a bilingual or ESL program. 9% of our students are identified as gifted and talented. Sherman ISD has a mobility rate of 18%.

Sherman ISD employs approximately 1300 people including 700 teachers. The teaching staff has an average of 12 years of teaching experience with an average of 9 years in Sherman ISD. 29% of the teaching staff has an advanced degree.

Parents and the community are strong supporters of the school district. The expansion of Texas Instruments and the increase of other industries in Texoma continues to create a strong tax base and increased opportunities for the Sherman community. Additionally, the Sherman Education Foundation and other various community organizations support Sherman ISD.

Demographics Strengths

Demographic Strengths

- 1) The school district has a diverse student population.
- 2) The Sherman community is growing due to increased industry and economic opportunities.
- 3) Sherman ISD continues to be supported by parents and community partnerships.

Problem Statements Identifying Demographics Needs

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

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

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

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

Student Learning

Student Learning Summary



Sherman ISD performance was relatively consistent from 2022-2023 with the changes of the STAAR Redesign. We had gains and improvements in 15 of the 20 assessments in grades 3-8. Most gains were 2-8% increase to the approaching/meets level of performance. Overall approaches or better (all tests, all grades) went up 5% to 72%. For high school, we had excellent growth in US History with 90% Approaching and 70% Meets grade level. For Biology, 90% Approaching and 59% Meets-this is higher than the state average. We saw an increase in the Approaching level for Algebra and overall Approaching for English 1 & 2.

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

Locally-developed, criterion-referenced assessments that align with the district curriculum provide one source of data for guiding instructional decisions and intervention support. They point the direction for how to continuously improve instruction and help students with their learning. Data are evaluated routinely to adjust instructional emphasis at the student, classroom, campus, and district levels. Also, the use of local and state assessments provides quantitative and qualitative evidence of student acquisition of foundational skills. Early, intensive interventions are provided for students not progressing toward meeting grade-level standards. This comprehensive assessment strategy provides evidence of student mastery of the TEKS and allows for curriculum adjustments based on any highlighted deficiencies.

Sherman ISD will continue to focus on data analysis processes including gap analysis and in-process measures to provide the basis for standardization, abandonment, and improvement.

Student Learning Strengths

- Sherman ISD performance was relatively consistent from 2022 to 2023 with the changes of STAAR Redesign.

- We had gains and improvement in 15 of the 20 assessments. Most were 2-8% increase to the approaching/meets level of performance.
- Overall approaches or better (all tests all grades) went up 5% to 72%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Domain 3, Closing the Gaps, shows that there is a need to target specific literacy and math skills in order to close learning gaps as early as possible. **Root Cause:** We are not successfully addressing the diverse needs of our learners. (i.e. academic, linguistic, social emotional etc.)

Problem Statement 2: There is a need to emphasize academic growth for all students, with additional focus on promoting growth for students from diverse backgrounds. **Root Cause:** Effective high quality instruction, tailored to meet the varied needs of our diverse student population has not been consistently in place.

District Processes & Programs

District Processes & Programs Summary



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

Students receive specialized programming through Special Education services, section 504 services, ESL services, Bilingual education and Gifted and Talented services. We also provide Behavior Support, Student Intervention Support through MTSS, Accelerated Instruction, Credit Recovery opportunities, and intervention/tutoring opportunities before, during and after school. Teachers work in teams to prepare lessons and instruction meeting the needs of the diverse students in their classrooms. SISD employs 13 instructional coaches who provide both curricular and instructional support to campus and district teams.

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

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

Sherman ISD has its own police department and currently has 8 officers. Our Chief of Police leads the department with two officers assigned at the high school, one at each middle school, one at DAEP and two being shared at the elementary schools.

Sherman ISD has a partnership with Community in Schools and has added social workers at schools to serve families and students.

Lastly, Sherman ISD Human Resources participates in a wide variety of recruiting events throughout the school year, seeking to recruit highly-qualified candidates from a diverse background. New teachers in Sherman ISD are assigned mentors for their first year to support them as they begin their new career in teaching and within the district. Teachers with experience who are new to the District are assigned buddies to support their transition into SISD at the campus level. New Teacher Orientation prior to the start of the school year also provides our new teachers and teachers new to Sherman ISD with critical information about District, curriculum, processes, and programs.

District Processes & Programs Strengths

1. Variety of programming for the diverse populations.

2. SISD Police Department in place.
3. Implementation of Community in Schools Program.

Problem Statements Identifying District Processes & Programs Needs

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

Perceptions

Perceptions Summary



In a parent survey administered in May 2023 to approximately 500 parents/guardians of students in Sherman ISD the following was noted:

70% agree - I feel well informed about what is happening in Sherman ISD.

90% agree - I consistently have access to information in a language I can understand.

78% agree - I feel welcome in Sherman ISD schools.

72% agree - I am encouraged to get involved in my child(ren)'s education.

75% agree - The communication I receive is accurate.

67% agree - The communication I receive is timely.

78% agree - The communication I receive is clear and easy to understand.

Similarly in a 2023 staff survey, with 783 participants, yielded the following results:

90% of staff surveyed indicated that they loved their job.

There was an increase if positive responses in 22 out of the 34 survey questions as compared to 2022 staff survey results.

The questions that increased positively by more than 5 points on the 2023 staff survey included: 1) +5.2 points: I would recommend the district to a friend as a good place to work, 2) +6.4 points: My campus has a process to prevent or respond to misbehavior, 3) +12.8 points: maintenance and repairs on computer equipment are prompt and effective.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

Problem Statement 1: A large number of teachers are inexperienced and/or uncertified this year.

Root Cause 1: There is a statewide teacher shortage.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Challenges exist in addressing the various and specific needs of students who are identified as economically disadvantaged.

Root Cause 2: Many of the students identified as economically disadvantaged enter school with fewer academic skills and socio-emotional readiness skills.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students exhibiting disruptive behavior interfere with instruction.

Root Cause 3: Socio-emotional needs of students are wide ranging and continue to impact student learning. Some students are attending school with a wide range of personal traumas and experiences, and teachers report they are unsure of how to address.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Faculty and staff are not prepared to work with the cultural diversity of the campuses.

Root Cause 4: The diverse student population requires specific culturally relevant training for teacher and staff members.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a deficiency of bilingual teachers within the school district.

Root Cause 5: An increase in enrollment of newcomers and second language learners.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Community members hear about student misbehavior and believe disruptive behavior is a significant problem.

Root Cause 6: Many of our at-risk students come to school with a lack of socio-emotional skills.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Aging facilities are a concern.

Root Cause 7: Our buildings average nearly 50 years old.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

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

Student Data: Student Groups

- 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals





Revised/Approved: September 28, 2023

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

Performance Objective 1: Develop a focused and intentional talent acquisition plan that attracts the highest quality candidates in a competitive market.

Evaluation Data Sources: Climate surveys.

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

Strategy 5 Details	Reviews			
Strategy 5: Provide employee longevity incentives at the employees' five-year anniversary marks. Strategy's Expected Result/Impact: Improved retention rates. Staff Responsible for Monitoring: Executive Director of HR	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Pay attendance incentive for daily CDL drivers. Strategy's Expected Result/Impact: Increased number of bus drivers. Staff Responsible for Monitoring: Executive Director of HR	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: Research healthcare options for employees. SB 1444 allows TRS-ActiveCare districts the opportunity to leave TRS for better plans. Strategy's Expected Result/Impact: Dependent on the cost analysis, the District may be able to provide better coverage for employees. Staff Responsible for Monitoring: Executive Director of HR, Chief Financial Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: Provide retention pay to all benefit eligible employees, at least annually. Strategy's Expected Result/Impact: Improved retention rates and morale. Staff Responsible for Monitoring: Executive Director of HR, Chief Financial Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 9 Details	Reviews			
Strategy 9: Utilize the District of Innovation (DOI) plan to fill teacher vacancies in areas hard to fill and provide additional supports for these teachers who will work towards full teacher certification. Strategy's Expected Result/Impact: Teacher positions filled, teacher retention increased, and smaller class sizes. Staff Responsible for Monitoring: Executive Director of HR, Director of Elementary Education, Director of Secondary Education	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 2: Sherman ISD will provide personalized learning opportunities that promote ownership of professional growth and ensure relevant support for employees.

High Priority

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





Strategy 1 Details	Reviews			
Strategy 1: Campus principals will participate in goal setting with all teaching staff for T-TESS. Strategy's Expected Result/Impact: Teacher engagement levels increased, improved instruction, and decreased discipline referrals. Staff Responsible for Monitoring: Campus principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Develop qualified personnel training and support systems to serve our increasing EB/EL population at each campus to maximize student growth. Strategy's Expected Result/Impact: Improved T-TESS ratings, improved test scores, and increased retention. Staff Responsible for Monitoring: Director of Bilingual and Language Services	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Inclusion and resource teachers will participate in curriculum training focusing on researched- based instructional strategies to meet needs of the diverse learners identified as special education, dyslexic, or 504. Strategy's Expected Result/Impact: Increased math and reading scores for students identified as special education, dyslexia, or 504. Staff Responsible for Monitoring: Director of Special Populations & Campus Principals Results Driven Accountability	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Kindergarten through third grade teachers, elementary principals, elementary assistant principals, and elementary instructional coaches will participate in the comprehensive model of the TEA required Reading Academies. Strategy's Expected Result/Impact: Improved early reading performance on iReady assessments, overall reading levels; and 3rd grade STAAR Reading performance. Staff Responsible for Monitoring: Director of Elementary Education Results Driven Accountability	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Sherman ISD staff participate in professional development for suicide prevention, child abuse, human trafficking, sexual harassment, violence prevention, trauma-informed care, social-emotional learning and dating violence as required by law during the back to school compliance training. Strategy's Expected Result/Impact: Safe and secure learning environment. Staff Responsible for Monitoring: Coordinator of Counseling and Student Support	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Train campus instructional staff to use effective discipline management practices in order to support the behavior needs of all students. Strategy's Expected Result/Impact: Increased enforcement of the student code of conduct. Staff Responsible for Monitoring: Campus principals	Formative			Summative
	Dec	Mar	May	June
<div>  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: District instructional leaders will support campus leaders and teachers by participating in collaborative Professional Learning Communities, data, and planning meetings.

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

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will participate in the T-PESS evaluation system and will create professional goals. All Goals are aligned to campus and district goals. Strategy's Expected Result/Impact: Improved instruction and focused goals that teachers feel are collaborative. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Campus teachers participate in local Professional Learning Communities on regular basis to foster a supportive and collaborative professional environment. Strategy's Expected Result/Impact: Improved instruction, STAAR improvement, and improved morale. Staff Responsible for Monitoring: Campus leadership	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: SISD assistant principals will meet monthly to focus on specific areas of need and their role/responsibilities in these areas including instruction, discipline, and student relationships. Strategy's Expected Result/Impact: Improved data collection, improved instruction, and improved discipline. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
<div>  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 4: By September 2026, the SISD Police Department will be fully staffed with at least one officer at each school.

High Priority

HB3 Goal

Evaluation Data Sources: Officers in place





Strategy 1 Details	Reviews			
Strategy 1: Develop the role of Campus SRO Supervisor and hire this position by 2024. Strategy's Expected Result/Impact: Aligned services provided by the officers and streamlined training. Staff Responsible for Monitoring: Chief of Police, Chief Financial Officer, Executive Director of HR	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Hire experienced law enforcement officers to reach the goal of having at least one SISD SRO on every campus by 2026. Strategy's Expected Result/Impact: Officer satisfaction, Officer retention, and fully staffed department. Staff Responsible for Monitoring: Chief of Police, Chief Financial Officer, Executive Director of HR	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Train SISD police officers in School-Based Law Enforcement practices. Strategy's Expected Result/Impact: ISD police officers trained in methods supportive of a school environment. This is an ongoing strategy, once officers are hired they are sent to the required state training. Staff Responsible for Monitoring: Chief of Police	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for principals and assistant principals to improve decision making, facilitation of Least Restrictive Environment (LRE) discussions, and identifying appropriate accommodations/specially designed instruction in ARD and 504 meetings. Strategy's Expected Result/Impact: Increase achievement of special education students. Staff Responsible for Monitoring: Chief Academic Officer, Director of Special Populations Results Driven Accountability	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct weekly meetings with instructional coaches that includes monitoring their time/actions. These meetings should have a focuses on how and when to coach teachers including leveraging time and other instructional leaders when working with teachers. Strategy's Expected Result/Impact: Teachers utilizing targeted instruction. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Campus leaders will participate in monthly meetings on instruction and operations to provide guidance to school personnel. Strategy's Expected Result/Impact: Improved processes and increased monitoring of key goals on campuses. Staff Responsible for Monitoring: Deputy Superintendent, Chief Academic Officer, Director of Elementary Education, Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will participate in supportive coaching from Academic and Student Services department. Areas of focus will be coaching, modeling, professional development, data analysis and collaborative planning to meet both campus professional goals. There will be a focus on Tier-instruction with an emphasis on Reading, Literacy and Math. Strategy's Expected Result/Impact: Improved instructional models across campuses and increase academic performance in all student groups. Staff Responsible for Monitoring: Deputy Superintendent, Chief Academic Officer, Director of Elementary Education, Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Sherman ISD police officers will attend regular meetings with local police departments. Strategy's Expected Result/Impact: Positive relationships with community agencies. This an ongoing strategy, currently Chief of Police attends monthly local area Chiefs meetings and attends monthly NTX ISD Chiefs meetings. Staff Responsible for Monitoring: Chief of Police	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The Transportation Department will participate in professional development thereby increasing the understanding of the roles and responsibilities of school personnel and school operations. Strategy's Expected Result/Impact: The Transportation Department's understanding of school business will increase. Staff Responsible for Monitoring: Director of Transportation	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				





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

Performance Objective 1: Sherman ISD will cultivate a culture of high standards for curriculum and instruction through a focus on quality, collaboration, flexibility, and relevancy.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the TEKs Resources System (including all components) and approved district curriculum documents to align taught and tested curriculum; and facilitate horizontal and vertical alignment across all grade levels. Strategy's Expected Result/Impact: Improved lesson planning and increased student achievement. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional staff will create and utilize instructional frameworks for RLA & Math that designate all the major components in effectively teaching reading and math K-12. Strategy's Expected Result/Impact: Improved reading, writing, and math achievement. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education.	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Develop lesson plans that incorporate accommodations and instructional strategies designed to meet the individual learning needs of students identified as Special Education, 504, GT, or EB/EL in all content areas. Strategy's Expected Result/Impact: Increased academic performance of students identified as special education and other special populations. Staff Responsible for Monitoring: Principals and Director of Special Populations Results Driven Accountability	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: RLA and Math teachers provide small group instruction and targeted instruction for all learners. This includes EB/EL, SPED and GT in all learning environments. Strategy's Expected Result/Impact: Improved academic performance and increased student engagement. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: The calendar committee will design the academic calendar including the number of days and school hours to maximize support for student achievement and professional development which is supportive of student achievement. Strategy's Expected Result/Impact: Well-designed annual academic calendar. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Maintain and update the Guide for Teaching and Learning to support continuous improvement with quality assurances and clear and consistent best practices throughout the district. Strategy's Expected Result/Impact: Clear expectations for teaching and learning; alignment of materials across campuses. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: All elementary and secondary schools will have a written plan to meet any House or Senate bill requirements on accelerated instruction. Strategy's Expected Result/Impact: Appropriate documentation; increase in academic performance. Staff Responsible for Monitoring: Principals, Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: Develop and maintain SISD Curriculum Documents for both reading and math to support Unit/TEKS pacing, district approved high-quality instructional materials, instructional frameworks, and researched based instructional strategies for all K-8 teachers. Strategy's Expected Result/Impact: All resources paced and found on the same document for efficiency and to ensure teachers have access to HQIMs and RBIS. Staff Responsible for Monitoring: Director of Elementary Education and Secondary Education Results Driven Accountability	Formative			Summative
	Dec	Mar	May	June

Strategy 9 Details	Reviews			
Strategy 9: Ensure classroom instruction utilizes research-based best practices and that teachers have the training and resources to implement best practices in instruction. Strategy's Expected Result/Impact: A) Clarification and communication of expectations regarding best practices in Sherman ISD. B) Establish processes to ensure current research on best practices is utilized for planning and development. C) Evidence of implementation of research-based best practices. D) Alignment of professional learning opportunities with research-based best practices. Staff Responsible for Monitoring: Chief Academic Officer, Director of Elementary Education, and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 10 Details	Reviews			
Strategy 10: Provide professional development on instructional strategies for small group instruction across all core areas. Strategy's Expected Result/Impact: Increased use of small group instruction and improved academic performance. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 11 Details	Reviews			
Strategy 11: All teacher lesson plans will include the use of district approved high-quality instructional materials. Lessons will incorporate high-level questioning, student discourse, writing, formative assessment, small group instruction and differentiation. Strategy's Expected Result/Impact: Increased academic performance. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Sherman ISD will create systems and structures that support intervention and enrichment opportunities for all students based on assessed needs and interests of students with a focus on closing the achievement gap.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Based on PLC data analysis, teachers will use the TEKs Resources System, approved SISD curriculum documents, and STAAR aligned regular assessments to monitor student progress and make instructional adjustments in order to target student learning needs. Strategy's Expected Result/Impact: Improved lesson planning and increased student achievement. Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will be expected to use high impact instructional strategies that include thinking, reading, writing, and typing (keyboarding) in core K-12 classrooms. This is monitored through lesson plan analysis and walkthrough data. Strategy's Expected Result/Impact: Improved achievement. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Directors of Elementary and Secondary Education	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Campus leaders will utilize the Lead4ward Quintile Analysis report to establish growth goals of an increase of 5% for each quintile for their campus. Strategies will include intervention for Quintile 1, Tier-1 instruction for Quintile 3 and Rigor/engagement for Quintile 5. Strategy's Expected Result/Impact: Improved achievement Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Directors of Elementary and Secondary Education	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details		Reviews			
Strategy 4: Develop and implement data informed systems and practices that promote academic growth for students. Strategy's Expected Result/Impact: A) Evidence of systems and implementation of best practices, such as PLCs, formative assessments, progress monitoring, interventions and personalized learning. B) Increase in academic growth for economically disadvantaged students comparable to all students. Staff Responsible for Monitoring: Chief Academic Officer, Director of Elementary Education, and Director of Secondary Education		Formative			Summative
		Dec	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

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

Performance Objective 1: SISD will provide an innovative experience with technology to enhance individual learning outcomes.

Evaluation Data Sources: Development of district technology plan

Strategy 1 Details	Reviews			
Strategy 1: All campuses will be utilizing the classroom digital toolkit including interactive panels and student personal devices. Strategy's Expected Result/Impact: Increased engagement and increased use of 21st Century Skills. Staff Responsible for Monitoring: Director of Technology Services, Director of Instructional and Innovative Technology	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Create global learning communities to provide training in various digital-aged learning technologies to encourage risk taking and foster a growth mindset. Strategy's Expected Result/Impact: Increased utilization of distance learning tools and techniques; increased student engagement. Staff Responsible for Monitoring: Director of Instructional and Innovative Technology, Chief Communications Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Create an instructional technology professional development catalog which will contain training on instructional technology. Strategy's Expected Result/Impact: Increased utilization of distance learning tools and techniques; increased student engagement. Staff Responsible for Monitoring: Director of Technology Services, Director of Instructional and Innovative Technology	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Provide comprehensive training to all teachers on a learning management system (LMS) including platforms such as Canvas and SeeSaw. Strategy's Expected Result/Impact: Increased student engagement, increased teacher use of technology, and improved resource management. Staff Responsible for Monitoring: Director of Instructional and Innovative Technology	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 2: Sherman ISD will create a blended learning plan aligning with district and academic needs.

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

Strategy 1 Details	Reviews			
Strategy 1: Replace staff and student devices based on criteria such as performance, mobility, security, stability, vendor support, and district standard replacement schedule. Strategy's Expected Result/Impact: Provide high availability to digital resources through well designed, innovative technology solutions. Staff Responsible for Monitoring: Director of Technology Services and Director of Innovative and Instructional Technology, Chief Financial Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain and monitor network infrastructure. Strategy's Expected Result/Impact: Provide high availability to digital resources through well designed, innovative technology solutions. Staff Responsible for Monitoring: Director of Technology Services	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Maintain and monitor connectivity to online resources. Strategy's Expected Result/Impact: Provide high availability to digital resources through well designed, innovative technology solutions. Staff Responsible for Monitoring: Director of Technology Services, Director of Innovative and Instructional Technology, Director of Information Services	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Maintain and monitor internet bandwidth. Strategy's Expected Result/Impact: Provide high availability to digital resources through well designed, innovative technology solutions. Staff Responsible for Monitoring: Director of Technology Services	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Ninety percent of GT students will perform at the "Masters Standard" performance level on all STAAR assessments.

High Priority

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

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

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

Performance Objective 2: On 3-8 STAAR Math and Reading, English 1 & 2 EOC, and Algebra 1 EOC the district passing rate will increase by 10 points.

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

Strategy 1 Details		Reviews			
Strategy 1: Implementation of accommodations and modifications documented through lesson plans. To monitor progress campus case managers will run a failure report at every progress report interval and meet with campus staff to identify the cause of the failure. Reconvene an ARD committee if progress is insufficient. Strategy's Expected Result/Impact: Increased academic performance of students identified as special education. Staff Responsible for Monitoring: Director of Elementary Education, Director of Secondary Education, and Director of Special Populations		Formative			Summative
		Dec	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

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

Performance Objective 3: Sherman ISD will provide personalized learning and reflective opportunities which incorporate input and student voice to allow for flexible pacing and demonstration of knowledge based on individual need.

Evaluation Data Sources: Digital portfolios

Strategy 1 Details	Reviews			
Strategy 1: Learners will create goals at appropriate levels and reflect on progress toward those goals to apply successful strategies in the future. Digital portfolio's used at 5th and 8th grade for transitions. Strategy's Expected Result/Impact: Increased achievement Staff Responsible for Monitoring: Chief Academic Officer, Director of Elementary Education, and Director of Secondary Education	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

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

Performance Objective 4: Students identified as emergent bilingual will realize or exceed their annual growth goal in both reading and math as measured by iReady.

High Priority
Evaluation Data Sources: iReady Academic Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide supplemental support and resources to ensure that Emergent Bilinguals (English Learners) attain language proficiency and develop high levels of academic English language. Strategy's Expected Result/Impact: Emergent Bilinguals successfully exit the language programs. Staff Responsible for Monitoring: Chief Academic Officer and Director of Bilingual Education and Language Services	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: SISD students will participate in school-sponsored clubs, organizations and/or events. Strategy's Expected Result/Impact: Increased engagement and increased attendance. Staff Responsible for Monitoring: Principals, Counselors	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Expand after-school clubs and organizations focusing on academics and technology at all schools. Strategy's Expected Result/Impact: Increased attendance and increased community support. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Increased community awareness of fine arts through community performances, social media, campus staff highlights, and cross-curricular performances. Strategy's Expected Result/Impact: Increased fine arts involvement by students. Staff Responsible for Monitoring: Coordinator of Fine Arts	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: 100% of Fine Arts students at SHS will be provided with recruitment and audition opportunities through at least 4 universities in 2023-2024. Strategy's Expected Result/Impact: Increased student signing of Fine Arts scholarships Staff Responsible for Monitoring: Coordinator of Fine Arts	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: 100% of SISD campuses will provide and attend musical programs for grades K-12 to promote knowledge and understanding of audience participation and etiquette. Strategy's Expected Result/Impact: Increased opportunities for students to experience Fine Arts performances and presentations provided by SISD programs Staff Responsible for Monitoring: Coordinator of Fine Arts & Campus Principals	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: All campuses will participate in the Bearcat Way Character Education program. Each month, they will focus on a trait designed to give students the keys to drive towards greatness.





Evaluation Data Sources: Discipline data, surveys, and Bearcat Way nominations

Strategy 1 Details	Reviews			
Strategy 1: All campuses, will focus on teaching, modeling, affirming and recognizing students as they demonstrate the character trait of the month. Strategy's Expected Result/Impact: Sense of well-being and involvement Staff Responsible for Monitoring: Chief Academic Officer, Director of Elementary Education, Director of Secondary Education and Coordinator of Character Education	Formative			Summative
	Dec	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

Performance Objective 3: All campuses will employ positive behavior intervention supports PBIS, integrate social emotional learning and utilize restorative practices to ensure a safe, positive and orderly environment.





Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
Strategy 1: Train all campuses on Positive Behavior Intervention Supports (PBIS), Interventions, and consulting with Safe and Civil Schools to integrate PBIS best practices. Strategy's Expected Result/Impact: Improve climate and culture on each campus Staff Responsible for Monitoring: Chief Academic Officer, Director of Elementary Education, Director of Secondary Education and Director of School Safety	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Develop systems and processes to provide targeted support for teachers with students that need behavior intervention with Step-Up Texas at Wakefield Elementary, Neblett Elementary and DAEP. Strategy's Expected Result/Impact: Increase staff ability to support students with behavior needs and improve climate and culture on each campus Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Develop and secure Social Emotional Learning (SEL) resources that are appropriate for all students and adults. Strategy's Expected Result/Impact: Increase sense of well-being for staff and students Staff Responsible for Monitoring: Chief Academic Officer, Coordinator of Counseling	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Provide professional learning on the effective use of restorative practices and restorative measures. Strategy's Expected Result/Impact: Increase level of student well-being support and improve climate and culture on each campus. Staff Responsible for Monitoring: Chief Academic Officer, Director of Elementary Education, Director of Secondary Education and Director of School Safety	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Enrollment in advanced courses such as AP and Advanced Academic courses will increase by 10%.





Evaluation Data Sources: Rosters and AP exams.

Strategy 1 Details	Reviews			
Strategy 1: Implement the use of PSAT results and participation to identify prospective AP students and encourage enrollment in AP courses. Strategy's Expected Result/Impact: Increase in AP enrollment and improvement of academic performance. Staff Responsible for Monitoring: Director of Secondary Education, Coordinator of CCMR	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze data for advanced academics courses in order to determine strengths, needs and gaps to increase student success and participation. Strategy's Expected Result/Impact: Improve academic advising process to increase student participation as appropriate. Staff Responsible for Monitoring: Director of Secondary Education, Coordinator of CCMR	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: Student participation in dual credit courses will increase by 10%.

Evaluation Data Sources: Course rosters

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

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

Performance Objective 6: The CCMR ratings will increase by 10%.

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

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of licenses and certifications available to students enrolled in the CTE program. Strategy's Expected Result/Impact: Increased enrollment. Staff Responsible for Monitoring: Coordinator of CTE	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the percentage of CTE completers by providing curriculum, equipment, and resources necessary to prepare all students with industry relevant knowledge and skills. Strategy's Expected Result/Impact: Increase the percentage of CTE completers by providing curriculum, equipment, and resources necessary to prepare all students with industry relevant knowledge and skills Staff Responsible for Monitoring: Chief Academic Officer, Director of Secondary Education and Coordinator of CTE.	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Create and implement a plan to increase the number of sophomores taking the PSAT. Follow up with these students in preparing them for the SAT. Strategy's Expected Result/Impact: Detailed plan for PSAT, SAT, and TSI testing created and implemented. Staff Responsible for Monitoring: Coordinator of CCMR	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Recognize scholarly work from DUKE TIP, PSAT, and ACT in a public forum at all secondary schools. Strategy's Expected Result/Impact: Public events. Staff Responsible for Monitoring: Principals and Coordinator of CCMR	Formative			Summative
	Dec	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





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

Performance Objective 7: All SISD students and staff will participate in social/emotional learning programming having a positive impact on academic performance, health, relationships, and citizenship.

HB3 Goal

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





Strategy 1 Details	Reviews			
Strategy 1: Sherman ISD will continue to provide consistent social emotional learning of the following: Frogstreet for Pre-K students; R Time curriculum for K-5 students; and 7 Mindsets for 6th-12th grade students. Strategy's Expected Result/Impact: Increased self-regulation behaviors, soft skills, college and career preparedness Staff Responsible for Monitoring: Campus principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Sherman ISD will continue striving to meet the social, emotional, and academic needs of all students by fully implementing the Texas Model of Comprehensive School Counseling. School counselors will provide guidance, individual planning, and responsive services to students. Strategy's Expected Result/Impact: Increased self-regulation behaviors, soft skills, college and career preparedness Staff Responsible for Monitoring: Coordinator of Counseling and Student Support, campus principals	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Sherman ISD will aim to meet the mental health needs of students by providing access to mental health counseling services through student support counselors serving all campuses Strategy's Expected Result/Impact: Increased self-regulation behaviors, soft skills, college and career preparedness Staff Responsible for Monitoring: Coordinator of Counseling and Student Support	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Sherman ISD will strive to eliminate barriers to student success by partnering with Communities in Schools to provide interventions to high-need students and families. CIS will place trained staff on SISD campuses who will deliver the four main components of service delivery of their evidenced program. These include interventions addressing academics, behavior/mental health, social services, and attendance. Strategy's Expected Result/Impact: Improved attendance, behavior, academics of case managed students. Staff Responsible for Monitoring: Coordinator of Counseling and Student Support	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: Sherman ISD will prioritize the importance of excellent student attendance by fully implementing Project Truancy/Truancy Tribunal process. Strategy's Expected Result/Impact: Improved attendance and academic achievement of students who participate in the Truancy Tribunal process. Staff Responsible for Monitoring: Campus administrators and district level coordinators	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Every campus will have a team of campus and district professionals trained in behavioral Threat Assessment to address mental health and behavior needs of all students. Strategy's Expected Result/Impact: Increased student self-regulation; decrease in discipline. Staff Responsible for Monitoring: Campus principals	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: SISD will provide suicide prevention programming to all secondary campus students by using Hope Squad and Grant Halliburton presentations. Strategy's Expected Result/Impact: Increased student self-regulation, increase student knowledge of resources. Staff Responsible for Monitoring: Coordinator of Counseling and Student Support, school counselors	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Budgets, Financial Rating

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

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

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

Evaluation Data Sources: Surveys and community reports.

Strategy 1 Details	Reviews			
Strategy 1: : Provide updates on bond capacity and capital improvement projects in progress. Strategy's Expected Result/Impact: Written and oral updates that accurately describe start-to-finish cycles of project work. Staff Responsible for Monitoring: Deputy Superintendent, Director of Maintenance and Operations	Formative			Summative
	Dec	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 2: Ensure district operations and infrastructure promote student and staff learning.





Evaluation Data Sources: Completed projects.

Strategy 1 Details	Reviews			
Strategy 1: Monitor utility costs and adjust as needed to maximize efficiency and cost. Strategy's Expected Result/Impact: Documented monthly usage reports and usage adjustments. Staff Responsible for Monitoring: Director of Maintenance and Operations	Formative			Summative
	Dec	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 1: Students, parents, and the community will be provided multiple ways for sharing feedback on the overall Sherman ISD experience.





Evaluation Data Sources: Parent survey, Texas Strategic Leadership Survey

Strategy 1 Details	Reviews			
Strategy 1: Parent conferences will be scheduled at all elementary schools at least once a year. Strategy's Expected Result/Impact: Increased parent involvement. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: SISD will utilize a variety of communications tools to share information with parents. Strategy's Expected Result/Impact: Parent involvement. Staff Responsible for Monitoring: Chief Communication Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Parents will be treated respectfully and receive a timely response to address any questions or concerns. Strategy's Expected Result/Impact: Parent satisfaction Staff Responsible for Monitoring: Principals, Chief Communications Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Communication will be provided to all parents in a language and format they can understand. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Principals, Chief Communication Officer	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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





Strategy 1 Details	Reviews			
Strategy 1: Principals will meet at least twice each semester with their PTA executive leadership to plan for parent engagement. Strategy's Expected Result/Impact: Increase parent involvement in PTA. Staff Responsible for Monitoring: Principals	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All parents will have the opportunity to participate in one or more "parent engagement" activity at the school or district level. Strategy's Expected Result/Impact: Increased parent engagement. Staff Responsible for Monitoring: Principals, Coordinator of Special Programs & Assessment	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: District-level committees will be formed to provide input and feedback on programs and initiatives. Strategy's Expected Result/Impact: Parent involvement, improved decision making Staff Responsible for Monitoring: Chief Communications Officer, Superintendent	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Community members will be engaged in opportunities to positively impact student learning.

Evaluation Data Sources: Participation numbers, donations received

Strategy 1 Details	Reviews			
Strategy 1: SISD will educate the community about district needs and ways to get involved. Strategy's Expected Result/Impact: Increased participation Staff Responsible for Monitoring: Chief Communications Officer, Directors of Partners in Education and SEF	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: SISD will build relationships and foster connections between community members and staff. Strategy's Expected Result/Impact: Increased partnerships Staff Responsible for Monitoring: Chief Communications Officer, Directors of Partners in Education and SEF	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: SISD will recruit volunteers and solicit donations to meet the needs of students, staff and families. Strategy's Expected Result/Impact: Increased involvement, support Staff Responsible for Monitoring: Chief Communications Officer, Directors of Partners in Education and SEF	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Businesses and community organizations will be invited to participate in educational and character development programs. Strategy's Expected Result/Impact: Increased involvement Staff Responsible for Monitoring: Chief Financial Officer, Chief Academic Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: SISD will recognize and demonstrate appreciation for stakeholder contributions. Strategy's Expected Result/Impact: Continued willingness to be involved Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Dec	Mar	May	June

Strategy 6 Details	Reviews			
Strategy 6: SISD will encourage voter registration and participation in district elections. Strategy's Expected Result/Impact: Increased turnout, engagement Staff Responsible for Monitoring: Chief Communications Officer, Superintendent	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 4: The Sherman community will exhibit a sense of pride in Sherman ISD schools and traditions.

Evaluation Data Sources: Involvement, Attendance at events, positive discourse in online media

Strategy 1 Details	Reviews			
Strategy 1: SISD will celebrate and inform the community of school, student and staff achievements. Strategy's Expected Result/Impact: Enhanced reputation, Staff retention, Encourage further achievement, Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: SISD will publicize school events and activities to encourage involvement and attendance. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: SISD will honor the district's history and celebrate a legacy of excellence. Strategy's Expected Result/Impact: Increased pride and investment in Sherman schools Staff Responsible for Monitoring: Chief Communications Officer, Superintendent	Formative			Summative
	Dec	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 5: Sherman ISD will engage multiple stakeholders including Texas Education Agency and Region 10 Educational Service Center to develop a strategic plan for improvement.

Evaluation Data Sources: Texas Strategic Leadership strategic plan

Strategy 1 Details	Reviews			
Strategy 1: Sherman ISD will assess current district practices and develop a strategic plan for continuous improvement, including systems to promote excellence across our district. Strategy's Expected Result/Impact: Increased student achievement and educational experience for all students Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, and Chief Academic Officer	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	2	3	Inclusion and resource teachers will participate in curriculum training focusing on researched- based instructional strategies to meet needs of the diverse learners identified as special education, dyslexic, or 504.
1	2	4	Kindergarten through third grade teachers, elementary principals, elementary assistant principals, and elementary instructional coaches will participate in the comprehensive model of the TEA required Reading Academies.
2	1	1	Provide professional development for principals and assistant principals to improve decision making, facilitation of Least Restrictive Environment (LRE) discussions, and identifying appropriate accommodations/specially designed instruction in ARD and 504 meetings.
3	1	3	Develop lesson plans that incorporate accommodations and instructional strategies designed to meet the individual learning needs of students identified as Special Education, 504, GT, or EB/EL in all content areas.
3	1	8	Develop and maintain SISD Curriculum Documents for both reading and math to support Unit/TEKS pacing, district approved high-quality instructional materials, instructional frameworks, and researched based instructional strategies for all K-8 teachers.

Title I

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

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

2.4: Opportunities for all children to meet State standards

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

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

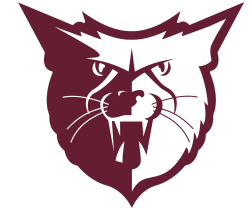
N/A

Addendums

STAAR		2018-2019		2020-2021		2021-2022		2022-2023	
Grade Level	Subect Area	SISD Approaches	State Approaches	SISD Approaches	State Approaches	SISD Approaches	State Approaches	SISD Approaches	State Approaches
3	Reading	71	76	62	68	65	77	63	77
4	Reading	70	75	64	63	68	77	71	78
5	Reading	80	86	67	72	66	80	76	81
6	Reading	64	68	53	61	63	69	65	75
7	Reading	77	76	65	68	76	78	74	77
8	Reading	82	86	63	72	73	82	76	82
8	Soc St	59	69	51	56	44	59	47	60
9	Eng I	60	68	61	66	56	63	65	71
10	Eng II	58	68	65	70	66	71	73	74
11	US Hist	91	93	87	88	85	89	94	95
3	Math	74	79	60	61	54	70	56	72
4	Math	71	75	54	58	52	69	51	70
5	Math	85	90	71	69	59	75	67	79
5	Science	76	75	71	61	45	66	54	64
6	Math	81	81	63	66	62	72	65	74
7	Math	78	75	47	54	53	59	55	61
8	Math	81	88	50	60	54	69	68	74
8	Science	76	81	58	67	68	73	62	72
9	Alg I	66	85	69	72	70	74	71	78
9	Bio	81	88	80	81	84	82	90	89

District Improvement Plan

2023-2024: Addendum



SHERMAN
INDEPENDENT SCHOOL DISTRICT

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the person responsible will report progress to the campus/district site-based committee.

Supporting and Reference Documents

Requirement	References	Person(s) Responsible	Supporting Documentation
1. Bullying <ul style="list-style-type: none">• Prevention, identification, response to and reporting of bullying or-bullying-like-behavior	TEC 37.0832 Sherman ISD Board Policy FFI (Legal) Sherman ISD Board Policy FFI (Local)	School Leadership and Support	Student Handbook FFI (Legal) - Student Welfare: Freedom From Bullying FFI (Local) - Student Welfare: Freedom From Bullying
2. School Resource Officers	S.B. 1707 Duties	Operations	CKEC (Local) - Security

	of School District Peace Officers		Personnel: School Resource Officers
3. CTE Perkins	CTE: Perkins V [Section 3(48)]	CTE/CCMR	CTE Comprehensive Local Needs Assessment (CLNA)
4. Coordinated School Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA (Local)	Academic & Student Services	
5. DAEP Requirements <ul style="list-style-type: none"> • Student groups served - monitoring over-representation • Attendance rates • Pre and post-assessment results 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA (Legal)	Academic & Student Services	


<ul style="list-style-type: none"> • Dropout rates • Graduation rates • Recidivism rates 			
6. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation - every two years 	TEC 11.252(d)		
7. Dropout Prevention	TEC 11.252	Academic & Student Services	
8. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Academic & Student Services	
9. Title I, Part A - ESSA Descriptors		Academic & Student Services and Federal and Special Programs	Title I, Part A- Descriptions in ESSA
10. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	P.L. 107-110, Section 1415(b)	Academic & Student Services and Federal and Special Programs	

<ul style="list-style-type: none"> ● Migrant Services Coordination ● A priority services action plan with instructional interventions based on disaggregated migrant student data 			
<p>11. Title II, Part A</p> <p>ESSA Meaningful Consultation</p> <ul style="list-style-type: none"> ● Meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, and community partners. ● Use data and ongoing consultation to continually update and improve Title II, Part A activities. ● Seek advice from individuals and organizations as described above regarding how best to improve the district's activities to meet the purpose of Title II, Part A. <p>ESSA Funding Coordination</p>	<p>Section 2102(b)(3)(A)</p> <p>Section 2102(b)(2)(D)</p> <p>Section 2102(b)(3)(B)</p> <p>Section 2102(b)(2)(F)</p> <p>Section 2102(b)(2)(C)</p>	Academic & Student Services and Federal and Special Programs	

<ul style="list-style-type: none"> • Coordinate Title II, Part A professional development activities with professional development activities provided through other federal, state, and local programs. <p>ESSA Funding Prioritization</p> <ul style="list-style-type: none"> • Prioritize funds to schools served under School Support & Improvement and that have the highest percentage of children counted in the State's Title I formula. 			
<p>12. Title IV</p> <ul style="list-style-type: none"> • 100 percent of Title IV funds are transferred to Title II and follow Title II program requirements. 		Academic & Student Services and Federal and Special Programs	
<p>13. Pregnancy Related Services</p> <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Academic & Student Services and Counseling	
<p>14. Post-Secondary Preparedness/Higher Ed Information/Career Education</p>	TEC 11.252 (4) TEC 11.252 (3)(G)	Academic & Student Services	

<ul style="list-style-type: none"> ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas Grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
15. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals	Every Student Succeeds Act (ESSA)	Human Resources	

<ul style="list-style-type: none"> ●Assisting teachers and paraprofessionals to meet certification requirements ●Strategies and activities ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ●Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 			
16. Sexual Abuse and Maltreatment of Children	TEC 38.004(c) TEC 11.252(9) Board Policy FFG(Legal) Board Policy FFG(Local)	School Leadership and Support and Counseling	
17. Student Welfare: Crisis Intervention Programs and Training <ul style="list-style-type: none"> ●District Program(s) selected 	Health and Safety Code Ch. 161, Subchapter 0-1 Sec. 161.325(f)(2)	School Leadership and Support and Counseling	Sherman ISD Suicide Prevention Plan 2023-2024–documents available in Sherman ISD Counselors in house website

<p>from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:</p> <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel 	<p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFEB(Legal)</p> <p>Board Policy DMA(Legal)</p>		<p>Partnership with Grant Halliburton for Suicide Prevention Education of all secondary students https://www.granthalliburton.org/</p> <p>Hope Squad www.Hopesquad.com</p> <p> Mental Health Resources.docx</p> <p>Partnership with www.texomacc.org for mental health crisis intervention, substance abuse intervention programming.</p>
<p>18. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <p>Methods for addressing:</p> <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and 	<p>TEC 11.252(a)(3)(e)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal)</p> <p>Board Policy FFH(Local)</p>	<p>School Leadership and Support and Counseling</p>	

intervention programs <ul style="list-style-type: none"> ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 37.001 Family Code 71.0021 TEC 37.0831		
19. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> ● Instruction of students with disabilities -designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	School Leadership and Support	
20. Technology Integration in Instruction and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Technology	