

Sherman Independent School District

Sherman High School

2023-2024 Improvement Plan



Mission Statement

The mission of Sherman High School is to empower all students to embrace tradition, unity, excellence and become lifelong learners.

Vision

Sherman High School...Building on a strong foundation for a promising future.

Value Statement

Learning – Supporting a learning environment that continuously motivates all individuals to excel;

Relationships – Creating and maintaining meaningful relationships among students, families, teachers, staff, and community partners;

Integrity – Conducting ourselves with honesty and responsibility;

Accountability – Demonstrating a personal and institutional accountability for student learning, ethical conduct, and adherence to mandates, policies, and procedures;

Innovation – Challenging ourselves to create unique ideas and innovative solutions in a technology rich environment;

Respect – Promoting a school community that appreciates the value of students, families, colleagues, and cultures;

Service -Dedicating ourselves to delivering excellent service.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data:

Sherman High School (SHS) is the only high school in the Sherman Independent School District (SISD). Sherman High School was established in 1893. The current building is 3 years old. Sherman High School is currently located in the western part of Grayson County bordered by rural farmland to the east and working class communities to the west. Current student enrollment is 2167 with an average class size of approximately 24 students. SHS is currently classified as a 5A school by the University Interscholastic League. The school enrollment is currently stable showing minor fluctuations from year to year despite the increase in the growth of the Sherman area. The subpopulation percentages have remained relatively constant. Students receiving special services (Special Education/504) are served through a continuum of services.

The ethnic diversity of the student population is:

653 (30%) AngloAmerican
1025 (47%) Hispanic-American
142 (7%) MultiRacial
262 (12%) African-American
20 (>1%) American Indian
61 (3%) Asian
4 (>1%) Pacific Islander

Additional subpopulations served at Sherman High School are:

1271 (59%) Identified as economically disadvantaged (largest at-risk population)
709 (33%) LEP
267 (12%) Served by Special Education
251 (12%) Served by 504

1252 (58%) At Risk (includes Homeless) (124 Homeless)

317 (15%) GT

Attendance Rate for 22-23: 91.58%

Attendance rate to date (10/23) for 23-24 is: 93.7%

The cultural and ethnic diversity of the teaching staff at Sherman High School does not reflect the demographics of the student population. There are currently 141 teachers, with 27 (18%) being new to SHS this school year.

Total Full Time Staff: 141

The ethnic diversity of the teaching staff is:

110 (78%) AngloAmerican

10 (7%) Hispanic-American

12 (9%) African American

5 (3%) Multi racial

3 (2%) American Indian

1 (>1%) Asian American

Community:

Parent and community involvement in the school is fairly strong. There is an active PTA, multiple Booster organizations, and an active Sherman ISD Education Foundation. Sherman High School students and staff are supported through business and church partnerships that provide resources, food for various programs and activities, and scholarships for graduating seniors. Additionally, there are many district initiatives that support our students. Additionally, Sherman High School has a strong partnership with Grayson and Austin Colleges, working with both to provide opportunities for high school students and working with college students from both schools on projects, program support, and student teaching placements.

Academics:

Sherman High School has a strong Advanced Academic program, including Advanced Placement (AP). 21% of the student population took one or more AP exams in 22-23. SHS has been awarded a three year grant through National Math Science Institute (NMSI), funded by Texas Instruments to support and enhance the AP Program particularly for under-represented sub-populations.

For 23-24 the Advanced Academics student enrollment is 654 and the AP enrollment is 359. Sherman High School offers a wide range of CTE courses on campus and through an arrangement with Grayson College that results in several Industry Based Certifications (IBC) such as welding, culinary, CNA, phlebotomy, and cyber security.

Sherman High School has longitudinal graduation and dropout rates of: 4 year: 93.9%, 5 year: 95.7%, 6 year: 95.4%, and 1.3% dropout rate.

College Career Military Readiness (CCMR) data for 22-23:

42.22% scored at or above the college ready standard on SAT/ACT/TSIA or earned credit for a college prep course

13.03% met criterion on AP exams

12.09% earned college credit for dual credit courses

40.05% earned an industry based certification

Bearcat Collegiate/Earned Associates Degree for 22-23: 9; (23-24 Projection: 12)

Bearcat Collegiate Enrollment 23-24: 70 (grades 9-12)

Dual Credit Enrollments 23-24: 154

IBC's earned for 22-23: 220

Demographics Strengths

1. Sherman High School has a diverse student population.
2. Sherman High School has a strong Advanced Academic program, including Advanced Placement (AP) and is working with National Math Science Institute (NMSI) to support and enhance the AP Program particularly for under-represented sub-populations.
- 3.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a deficiency in English as a Second Language (ESL) certified teachers on campus. **Root Cause:** An increase in enrollment within our diverse student population has brought an increase in English Language Learners from varied cultures.

Problem Statement 2: There are inherent challenges in addressing the needs of a student population that has over 59% of students that are identified as economically disadvantaged.

Root Cause: Many of these students who are economically disadvantaged enter Sherman High School performing at lower academic levels and have had limited intervention prior

Sherman High School
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to and during there time at Sherman High School.

Problem Statement 3 (Prioritized): Faculty and staff are not fully prepared to work with students and families who are culturally diverse and economically disadvantaged. **Root Cause:** With a diverse student population comes the need for specific culturally relevant trainings for faculty and staff. Sherman High School has not had training or staff development directed at this problem.

Student Learning

Student Learning Summary

2022-2023 STAAR/EOC Accountability: Sherman High School received a C overall rating according to Axiom preliminary data. Current data indicates a C for Student Achievement, a B for School Progress, and a D for Closing the Gaps. Sherman High has demonstrated some improvement in EOC/Student Achievement. For 22-23 there was a 4% to 8% increase in all areas except Algebra I.

Student Learning Strengths

1. English I and US History showed an 8% increase in EOC scores for 2022-2023.
2. CCMR data showed an increase in students who scored at or above the college ready standard on SAT/ACT/TSIA from 29% in 21-22 to 42.22% in 22-23.
3. CCMR data showed an increase in students who earned at industry based certification from 20% in 21-22 to 40.05% in 22-23.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of growth in student achievement as measured by Algebra I EOC. **Root Cause:** Re-testers who are not currently receiving Algebra I instruction showed lack of success on meeting standard on the EOC.

Problem Statement 2: Students were unable to meet TSIA standards to be considered CCMR ready. **Root Cause:** Prior TSIA testing practices at Sherman High School had students taking the TSIA when they have already completed the content course in years prior.

School Processes & Programs

School Processes & Programs Summary

Sherman High School is a comprehensive 5A high school. It currently operates on a modified block schedule consisting of two periods meeting every day and three periods meeting on alternate days. Classes meeting every day are approximately 55 minutes long. Blocked classes meeting on alternate days are approximately 95 minutes long. Sherman High School follows the State of Texas guidelines for graduation requirements with students earning credits for each course successfully completed. Courses offered at Sherman High School 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, Pre-Advanced Placement, Dual Credit, and Advanced Placement. In addition Sherman High School offers resource classes and foundational level classes for students identified under special education. Sherman High School also offers all students a broad range of sequenced Career and Technical Education courses (CTE). These courses include alignment with the state curriculums, current business and industry standards, and in some cases requirements for certification. There are also articulation agreements with Grayson college and other technical colleges and programs.

School Processes & Programs Strengths

1. Sherman High School offers multiple levels in most academic courses.
2. Sherman High School offers a significant number of Advanced Placement and Career and Technical courses.
3. Sherman High School also has a student support center with two social and mental health counselors and a community in schools rep.
4. Sherman High School has a CCMR center that is staffed with a CCMR program coordinator to support post secondary.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for consistent implementation of campus processes and supervision to keep students in the classroom learning during instructional times. **Root Cause:** There is a lack of available staff to consistently monitor all areas of the building during instructional times, e.g., hallways, collaboration spaces, cafeteria and other common areas.

Problem Statement 2: The enrollment in Advanced Placement courses does not reflect the student demographics of the campus. **Root Cause:** There is under-representation in Advanced Placement course enrollment among students who are African American and Hispanic.

Problem Statement 3: There is no district provided/adopted curriculum to set the standard for rigor. **Root Cause:** When teachers have to develop their own curriculum as they go, write their own assessments, and determine vertical and horizontal alignment, student learning progress is minimal.

Perceptions

Perceptions Summary

Students:

Students have multiple opportunities to get involved in a wide variety of clubs and activities at Sherman High School. Students are encouraged to get involved in school organizations and activities, however many students simply come to school and then leave for home, work, or other responsibilities outside of school. The most positive climate and culture explanation as indicated by the Sherman High School Student Council is that students here are not particularly cliquish and actually show tolerance and respect for student differences. This is a place of positive student support, ever-increasing expectations, and clear communication. We continually challenge assumptions and work hard to implement systems for positive change. Those systems range from attendance and grading practices to how we talk to students and parents.

Staff:

The majority of staff at Sherman High School rated the first week of school as being positive. The challenge facing the staff at Sherman High School is developing relationships with students that enable better communication, more positive interactions, and improved classroom environments. Many of the students and staff are demographically different from each other, which presents a challenge and a great opportunity for growth in both teachers and students. Getting involved in school is a well researched idea that improves student success. Sherman High School has improved the number of opportunities for all students to get involved, and continues a positive campus climate program called Bearcat Strong. From a data perspective, Sherman High School is similar to other schools in that students who are more engaged in school, attend class, and involved in activities, perform better academically and in extra-curricular activities.

The SISD Board of Trustees and local community members have expressed a desire for improved safety and security at Sherman High School and Sherman ISD sponsored events. Procedures for safety are in place. Metal detectors are at both student entrances and students follow entry procedures daily which includes passing through them. Metal detectors are also in place at varsity football games. The facility is secured via a locked door system and an entry vestibule that requires an approved entry. The campus is also monitored by two SISD police officers, three campus safety monitors, and a video surveillance system. Due to student enrollment, size of the new campus, and diverse student needs additional staffing is needed. Current needs include additional safety monitors at Sherman High School. Students are required to wear their school issued ID at all times on campus and to be admitted into SISD school events. Students and staff at Sherman High school regularly participate in emergency drills that are conducted at specific times during the school year. These procedures are discussed and taught to teachers at the beginning of the school year and practiced with students throughout the year. Sherman High School conducts one fire drill every month as well as two bad weather drills and two lockout/lock-down drills in a year. The campus works with local law enforcement agencies to conduct random drug dog searches.

The predominant attitude and belief at Sherman High School is that we can improve teaching, learning, and collaborating; and in doing so will improve the outcomes and opportunities of and for our students. We believe that our students are more than a simple number on paper. We have students that have had outstanding performance at the local, regional, and state levels in academics, fine arts, technology, athletics, and the list goes on. Sherman High School has students with ever growing academic, behavioral, and social emotional needs. We continue to refine our Professional Learning Community process to improve teaching and learning. We continue to improve implementation of our social emotional support process including licensed professional counselors and a behavior specialist, The Bearcat Way character lessons, 7 Mindsets, as well as refining our academic monitoring processes to ensure students are on track to be successful during and after high school.

Perceptions Strengths

1. Sherman High School offers multiple levels in most academic courses.
2. Sherman High School offers a significant number of Advanced Placement and Career and Technical courses.
3. Sherman High School also has a student support center with two social and mental health counselors and a community in schools rep.
4. Sherman High School has a CCMR center that is staffed with a CCMR program coordinator to support post secondary.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2 (Prioritized): There is a need for improvement in staff/student relationships that lead to increased student achievement. **Root Cause:** The staff and students are demographically different and there is a lack of shared understanding in communication and expectations.

Priority Problem Statements

Problem Statement 1: Faculty and staff are not fully prepared to work with students and families who are culturally diverse and economically disadvantaged.

Root Cause 1: With a diverse student population comes the need for specific culturally relevant trainings for faculty and staff. Sherman High School has not had training or staff development directed at this problem.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of growth in student achievement as measured by Algebra I EOC.

Root Cause 2: Re-testers who are not currently receiving Algebra I instruction showed lack of success on meeting standard on the EOC.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need for improvement in staff/student relationships that lead to increased student achievement.

Root Cause 3: The staff and students are demographically different and there is a lack of shared understanding in communication and expectations.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a need for consistent implementation of campus processes and supervision to keep students in the classroom learning during instructional times.

Root Cause 4: There is a lack of available staff to consistently monitor all areas of the building during instructional times, e.g., hallways, collaboration spaces, cafeteria and other common areas.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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.
- 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Study of best practices

Goals





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

Performance Objective 1: During the 2022-2023 school year, core academic teachers will be trained in preparation to take the ESL Supplemental certificate exam by March 1, 2023.

High Priority

Evaluation Data Sources: Academic core teachers will participate in training to pass the SBEC exam and add the ESL Supplement to their current certificate.

Strategy 1 Details	Reviews			
Strategy 1: Academic core teachers will be trained by Region 10 staff to be prepared to take the ESL supplement certification exam on October 31, 2022. Strategy's Expected Result/Impact: Teachers will successfully pass the SBEC certification exam for the ESL Supplement Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will continue to work with district personnel to recruit high quality personnel at colleges and universities. Strategy's Expected Result/Impact: More effective teaching staff Staff Responsible for Monitoring: Campus and district administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details		Reviews			
Strategy 3: Academic core teachers will successfully pass the SBEC certification exam and add the ESL Supplement to their base certificate by May 2023 Strategy's Expected Result/Impact: Increase academic success by English second language learners as measured by TELPAS, MAP scores, and semester grades Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					





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

Performance Objective 1: All teachers will be trained how to improve teaching and learning through a data driven Professional Learning Community model.

High Priority

- Evaluation Data Sources:**
1. PLC training of teachers by Instructional Coach and Campus Administration
 2. PLC minutes indicating meeting focus
 3. Weekly analyzed student assessment data to drive interventions
 4. Instructional planning and data review in PLCs occurs twice a week

Strategy 1 Details	Reviews			
Strategy 1: Teachers participate in weekly PLC as assigned. Strategy's Expected Result/Impact: Delivery of improved instruction to close academic achievement for all student populations Staff Responsible for Monitoring: Campus administration, instructional coach, district administration, academic leads Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and maintain an electronic PLC HUB that will serve as a resource for collaborative teams and house evidence for PLC work for the campus. Strategy's Expected Result/Impact: Improved processes and accountability for collaborative team/PLC.	Formative			Summative
	Dec	Mar	May	June

<p>Staff Responsible for Monitoring: Campus administration, instructional coach, district administration, academic leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				
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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 improvement in student performance of 3-5%

High Priority

HB3 Goal

Evaluation Data Sources: 1. STAAR performance data looking at all students AND identified sub-populations

Strategy 1 Details	Reviews			
Strategy 1: Use of data systems to make instructional decisions in PLCs and department meetings Strategy's Expected Result/Impact: Improvement of 3-5% in student performance as measured by the STAAR tested areas in English and US History. Staff Responsible for Monitoring: Director of Secondary, Campus administration, instructional coach, department chairs, and academic leads Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
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Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.





Performance Objective 1: Improve student outcomes 3-5% by maximizing instructional time during a class period.

High Priority

HB3 Goal

Evaluation Data Sources: Lesson plans are live and or updated weekly
Increased performance on formative assessments
3-5% increase in passing grades as measured on semester averages

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers who participate in a PLC will assess and utilize the weekly teacher data reflection tool in order to design and deliver targeted interventions. Strategy's Expected Result/Impact: Improved academic performance on formative and summative assessments through immediate intervention. Increased engagement and minimized behaviors. Staff Responsible for Monitoring: Instructional coach, campus administration, and subject level leads Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

 No Progress
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



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

Performance Objective 2: The campus staff will conduct routine assessments to determine academic achievement of students and respond to the data.

High Priority

HB3 Goal





Evaluation Data Sources: IXL, Common Assessments, Benchmark, TSI, PSAT, ACT, SAT

Strategy 1 Details	Reviews			
Strategy 1: Counselors will meet with each student at least once a year to review student achievement, attendance, and plan for CCMR readiness. The Coordinator of CCMR will meet with each senior to plan for post secondary academic career success. Strategy's Expected Result/Impact: Students will graduate on time with their cohort Staff Responsible for Monitoring: Campus administration, Coordinator of CCMR, counselors, lead counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The Department of Curriculum and Instruction will lead the process of developing, utilizing, and monitoring short term common formative assessments across core content. Strategy's Expected Result/Impact: Improved academic performance Staff Responsible for Monitoring: Director of Elementary, Director of Secondary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: 100% of SHS teachers will incorporate the use of instructional technology tools in their instruction on a daily and weekly basis.





Evaluation Data Sources: Classroom observations, lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive weekly training on the use of instructional technology in the classroom during team planning. Strategy's Expected Result/Impact: Teachers and students will increase the use of technology in the classroom Staff Responsible for Monitoring: Campus technology specialist and campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Teachers will incorporate blended learning with technology and hands on activities in their instruction.





Evaluation Data Sources: Classroom observations, lesson plans

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will be trained to implement CANVAS in the classroom. Strategy's Expected Result/Impact: Improved student engagement, instructional opportunities and attendance to allow for student success Staff Responsible for Monitoring: Campus administration, Director of Instructional Technology Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	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 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements

Performance Objective 1: Analyze data weekly to allow opportunities for intervention during the unit to mitigate the need for credit recovery.

Evaluation Data Sources: Grading reports
Teacher reflection documents, PLC agendas





Strategy 1 Details	Reviews			
Strategy 1: Campus will provide increased opportunities for students to participate in weekly interventions. Strategy's Expected Result/Impact: Increase in students graduating on time with their cohort Staff Responsible for Monitoring: Campus administration, counselors, Credit Recovery lead teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Implement an enhanced program for credit repair based on three weeks grading checks to mitigate the need for credit recovery. Strategy's Expected Result/Impact: Students can master the curriculum and earn academic credit without having to repeat the course in later semester Staff Responsible for Monitoring: Campus administration, counselors, Credit Recovery lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Increase the campus academic passing rate average by 10% through a focus on individual students. Struggling students will be monitored and supported for academic progress and social emotional needs

Evaluation Data Sources: Student passing rates





Number of students seeking counseling and/or mental health support, Number students supported by the CIS program

Strategy 1 Details	Reviews			
Strategy 1: Counselors will meet with each student at least once a year to review academic progress and attendance in order to plan for CCMR. Strategy's Expected Result/Impact: Students will graduate on time with their cohort. Staff Responsible for Monitoring: Campus administration, lead counselor, counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will unitize the truancy tribunal to improve student attendance and academic performance. Strategy's Expected Result/Impact: Improve student attendance and academic success Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers, Student Support Counselor Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: CTE staff will participate in the CTE PLC processes to better prepare students for post-secondary success.





Evaluation Data Sources: Student Certifications, CCMR, completion rate

Strategy 1 Details	Reviews			
Strategy 1: Align industry based certification standards with the TEKS. Strategy's Expected Result/Impact: Students will complete CTE programs with the appropriate technical certification and/or skills leading to employment after graduation. Staff Responsible for Monitoring: Campus Administration and CTE Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Work with industry based partners to align industry standards with the curriculum. Strategy's Expected Result/Impact: Students will complete CTE programs with the appropriate technical certification and/or skills leading to employment after graduation. Staff Responsible for Monitoring: Campus Administration and CTE Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students

Performance Objective 1: The campus will continue to implement specific programs to involve parents and community. We will seek new opportunities for community engagement.

Evaluation Data Sources: Calendar

Strategy 1 Details	Reviews			
Strategy 1: The campus will host community BEARCAT luncheons for targeted community populations to showcase specific student programs and achievements. Strategy's Expected Result/Impact: Increased awareness of campus programs and success within the community. Opportunities for students to interact with the community. Staff Responsible for Monitoring: Campus administration, district administration, appropriate teachers and students Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize PBIS programs initiatives and opportunities to celebrate students and staff. Strategy's Expected Result/Impact: Students and staff will be more engaged promoting better attendance and academic success Staff Responsible for Monitoring: Campus staff, Campus Administration Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				