Sherman Independent School District

Sherman Middle School

2023-2024 Improvement Plan

Mission Statement

A school on a mission to inspire students to respect others, empower themselves and reach their full potential.

Vision

Opening doors in the present empowering students to confidently step into their future.

Value Statement

We believe education is the shared responsibility of students, staff, parents and community.
We believe developing the mind, heart, and spirit is vital for each student's success.
We believe effective leadership inspires excellence.
We believe quality instruction engages students.
We believe well equipped and maintained facilities convey pride in the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sherman Middle School is a 6-8 middle school with the enrollment of approximately 830 students. The ethnic diversity of the school is approximately 29% Anglo-American, 52% Hispanic-American, 12% African-American, and 6% Two or More Races. Approximately 81%, of the SMS students are classified as economically disadvantaged and represent our largest at risk student population. Current student attendance rate is 95%.

These sub-population percentages have remained relatively constant in proportion to the growing student population. An analysis of students placed into special programs indicates that SMS has approximately 20% of the student population qualifying for special education services. These students are served through a continuum of services that align with the model and goals of the SISD. The average class size is approximately 24 students. The need for Social Emotional Learning professional development for SMS students & staff is evident with increased mobility rates, populations of homeless students, and students with trauma backgrounds.

Demographics Strengths

We have a diverse population with many cultures

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a significant amount of students that are not social/emotionally prepared for the rigorous core instruction in high achieving classrooms. **Root Cause:** Increase in trauma though adverse childhood experiences including effects of COVID 19 pandemic.

Problem Statement 2 (Prioritized): Sherman Middle has 82% of it's students identified as economically disadvantaged. This results in students entering school with significant gaps (academically, social emotionally, etc.). **Root Cause:** Sherman has an increase in the number of families living in poverty due to the changes in surrounding communities and the fact that Sherman is the Grayson County seat where all social service programs are housed.

Student Learning

Student Learning Summary

Sherman Middle School utilizes multiple measures of data: State of Texas Assessments of Academic Readiness (STAAR) scores, curriculum based assessments, informal and formal assessments to promote an increase in academic achievement. We foster positive relationships and work in professional learning communities to make an impact on teaching and learning.

The campus will focus on Reading and Math and the overall meets grade level performance of all student groups.

We will continue to improve Closing the Gap in the following focused areas of reading & math:

2023 STAAR DATA 6-8 grades. .

Reading

6th Grade	Approaches	Meets	Masters	Did Not Meet
All Students	56.59%	27.91%	5.43%	43.02%
Economic Disadvantage	53.43%	25.98%	3.43%	46.08%
African American	33.82%	15.15%	3%	60.6%
Hispanic	40.3%	28%	3.79%	43.18%
Special Education	17.02%	2.13%	0	82.98%
7th Grade	Approaches	Meets	Masters	Did Not Meet
All Students	66.53%	38.91%	16.74%	33.48%
Economic Disadvantage	62.71%	34.46%	11.86%	37.28%
African American	48.15%	18.52%	3.7%	51.85%
Hispanic	61.26%	33.33%	9.91%	38.74%
Special Education	9.73	5.41%	0	70.28%
8th Grade	Approaches	Meets	Masters	Did Not Meet

6th Grade	Approaches	Meets	Masters	Did Not Meet
All Students	72.95%	38.79%	16.73%	27.04%
Economic Disadvantage	67.31%	32.21%	11.54%	32.69%
African American	60.53%	26.32%	13.16%	39.47%
Hispanic	72.14%	35%	14.29%	27.86%
Special Education	26.32%	5.26%	2.63%	73.69%

Math

6th Grade	Approaches	Meets	Masters	Did Not Meet
All Students	58.20%	21.88%	3.52%	41.79%
Economic Disadvantage	53.47%	18.32%	2.97%	46.54%
African American	30.3%	6.06%	0	69.69%
Hispanic	61.07%	24.43%	3.82%	38.93%
Special Education	25.53%	2.13%	0	74.74%
7th Grade	Approaches	Meets	Masters	Did Not Meet
All Students	55.70%	35.44%	9.28%	44.31%
Economic Disadvantage	50.57%	28.41%	7.39%	49.43%
African American	35.71%	10.71%	0%	64.29%
Hispanic	55.45%	30.91%	8.18%	44.55%
Special Education	15.79%	7.89%	0%	84.21%

6th Grade	Approaches	Meets	Masters	Did Not Meet
8th Grade	**Approaches**	**Meets**	**Masters**	**Did Not Meet**
All Students	58.09%	18.67%	2.90%	41.91%
Economic Disadvantage	54.59%	18.38%	2.79%	45.4%
African American	36.36%	18.18%	9.09%	63.63%
Hispanic	60.16%	15.45%	0%	39.84%
Special Education	15.79%	0%	0%	84.21%

Student Learning Strengths

Seventh and eighth grade English Language Arts had the highest meets and masters percentages.

The Hispanic sub-population scores very close to all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students entering SMS- student achievement data, as measured by STAAR, showed students in various sub-pops (African American, Hispanic, ELL, etc.) not meeting the target percentage for Meets Standard performance.   **Root Cause:** Small group, targeted instruction was not occurring in all classrooms during tier 1 core instruction and not all interventions were delivered with purpose, intent and with fidelity.

School Processes & Programs

School Processes & Programs Summary

Sherman Middle School currently employs 88 full time employees. 66 of those employees are teachers. Our campus houses sixth, seventh and eighth grade students. Teachers are strategically divided into teams in order to serve the same group of students. Each grade level has four teams that consists of a science, social studies, math, ELAR and SPED inclusion teacher. This year we have implemented Team Planning meetings where all team members have a daily common planning time, this time is used as a collaborative, RtI, support time to meet the needs of all students. The rationale behind this is that teachers will share the same students, thus can discuss student progress and make decisions that are best for individual students. SMS has two assistant principals who provide support to students and teachers, here. The assistant principals are assigned 6-8 grade alpha split A-K & L-Z and special programs as well as are assigned to support particular content areas and participate in content area PLCs.

Content teams are also an integral part of Sherman Middle School. Content teams meet weekly as professional learning communities to develop lessons, discuss best practices and analyze data. A PLC leader is designated to lead collaborative discussions and provide support as needed. SMS has one instructional coach who attends PLC meetings to help with curricular and instructional decisions, effectiveness and design.

Students at Sherman Middle School may also receive services in special education, 504, RTI, ESL or through LPAC accommodations.

We know that one of the most integral parts of Building our future Bearcats is to recruit and retain the highest quality teaching staff. Recruiting highly qualified staff is of utmost importance of the leadership at Sherman Middle School. The interview process involves time and commitment to find the best candidates to fit the SMS profile.

The teachers and staff at SMS are committed to applying an instructional program that is differentiated, relevant, engaging, and challenging. The campus administrator monitors teaching and learning with the assistance of the Instructional Coach, through formal and informal walkthroughs, evaluations, data meetings, and PLCs. Teachers work collaboratively during teams meetings, vertical meetings, and PLCs to have meaningful dialogues that focus on delivering the best instructional practices to increase student progress and success.

New teachers and staff are provided a mentor to assist with the adjustment of first time teaching led by our instructional coach, tech specialist & librarian. We have a robust staff nominated teacher of the month & employee of the month to celebrate our staff members. Campus wide celebrations through our PBIS program, positive student referrals, and our campus-wide "Bearcat Greeting" are all in place in order to build a positive school culture for both staff and students.

School Processes & Programs Strengths

To preserve the value of collaboration in all core subjects, teachers have common planning time and at least one PLC a week. We have structured PCLs Professional Learning Communities built on the work of Rick DuFour focused on t**he following four critical questions :**

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Effectively creating & implementing all the systems/ processes in order to efficiently initiate a new high quality school. **Root Cause:** Lack of time, resources, people, materials, & funding

Perceptions

Perceptions Summary

This is our inaugural year but so far, the culture of Sherman Middle School is positive, with a majority of students reporting a positive feeling about their school. Students have multiple opportunities to get involved in a wide variety of clubs and activities at Sherman Middle School. 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. We have established a rich a vibrant community outreach as a focus this year to not only share the SMS story and student celebrations but also to bring the community resources to our students and put SMS on the map in Sherman, TX.

The challenge facing the staff at Sherman Middle 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 Middle School has improved the number of opportunities for all students to get involved, and has built a positive campus climate. From a data perspective, Sherman Middle School is similar to other schools in that students who are more engaged in school, present for 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 Middle School and Sherman ISD sponsored events. Procedures for safety are in place from the beginning of the school year. They include a Campus Safety Plan for a variety of safety concerns. The facility is secured via a locked door system and an entry vestibule that requires an approved entry. The campus is also monitored by one police officer in the role of School Resource Officers and a video surveillance system. Students and staff at Sherman Middle 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 Middle School conducts one fire drill each semester as well as two bad weather drills and two lockout/lock-down, HOLD drills in a year. The campus works with local law enforcement agencies to conduct random drug dog searches. Sherman ISD and Sherman Middle School partner with local law enforcement agencies to provide additional law enforcement presence at many extracurricular activities. Students and staff have reported that they do feel safe in the building but would like to be able to access quick communication/information with administration if something does happen.

The predominate attitude and belief at Sherman Middle School is that we can improve teaching, learning, collaborating and increased positive relationships; and in doing so will improve the outcomes and opportunities of and for our students. We have students that have had outstanding performances at the local & regional levels in academics, fine arts, technology, athletics, CTE as well as high school credit courses.

Perceptions Strengths

Staff, students and parents share an excitement for our inaugural year. We have an open door to our community partners, area businesses, outreach resources and mentors to create a whole community feel around our students!

Priority Problem Statements

Problem Statement 1: Sherman Middle has 82% of it's students identified as economically disadvantaged. This results in students entering school with significant gaps (academically, social emotionally, etc.).

Root Cause 1: Sherman has an increase in the number of families living in poverty due to the changes in surrounding communities and the fact that Sherman is the Grayson County seat where all social service programs are housed.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a significant amount of students that are not social/emotionally prepared for the rigorous core instruction in high achieving classrooms.

Root Cause 2: Increase in trauma though adverse childhood experiences including effects of COVID 19 pandemic.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students entering SMS- student achievement data, as measured by STAAR, showed students in various sub-pops (African American, Hispanic, ELL, etc.) not meeting the target percentage for Meets Standard performance.

Root Cause 3: Small group, targeted instruction was not occurring in all classrooms during tier 1 core instruction and not all interventions were delivered with purpose, intent and with fidelity.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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-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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: Ongoing support and professional development opportunities will be provided to 100% teaching staff related to the school wide model expectations of instructional practices through high performing collaborative PLCs to increase collaboration, job satisfaction, student performance outcomes, and a measurable increase in the retention rate of successful staff.

Evaluation Data Sources: PLC Agendas
PD sign-ins and agendas
Teacher Retention Rates
Staff PD feedback forms/surveys
Student growth/Increased student achievement

Strategy 1 Details	Reviews			
Strategy 1: All teachers will be provided with coaching, modeling, professional development, data analysis and collaborative planning to meet both campus and individual professional goals. There will be a focus on Tier-1 instruction with an emphasis on effective reading strategies.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: PD Agendas PD Sign-ins PLC Agendas Coaching plans **Staff Responsible for Monitoring:** Admin Instructional Coach Lead teachers Tech Specialist **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
Strategy 2: New teachers are provided with ongoing support through a mentor, Instructional Coach, Tech Specialist as well as Admin.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Teacher retention Teacher job satisfaction **Staff Responsible for Monitoring:** Admin IC ITS **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
Strategy 3: Monthly staff appreciation: Teacher of the Month, Employee of the Month and Team of the Month. Staff submits nominations for these categories. All staff nominated each month receive a certificate with quotes from their nominations and the winners for the month each receive a $25 gift card or lunch. Winners are also submitted to the SISD TOM, and EOM program as well.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Celebrate teaching & learning , staff appreciation & retention improved campus culture **Staff Responsible for Monitoring:** Admin IC **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Monthly staff appreciation treats: candy, cards, drinks, snacks, encouraging notes, cookouts, etc..	**Formative**			**Summative**
Strategy's Expected Result/Impact: Celebrate teams, staff and family culture of professionals - staff retention	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Admin **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

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

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

Performance Objective 1: Develop campus instructional leaders with clear roles and responsibilities.

Evaluation Data Sources: PLC & PD Agendas
Student Achievement Data
TTESS records

Strategy 1 Details	Reviews			
Strategy 1: Create and maintain a highly effective PLC (Professional Learning Community) process with a clear structure, purpose to improve teachers' skills and student success	**Formative**			**Summative**
	Dec	Mar	May	June
Strategy's Expected Result/Impact: Effective PLCs Increased Leadership capacity **Staff Responsible for Monitoring:** Admin Instructional Coach PLC Leads **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: Core subject area teachers share daily common planning time, team building, lesson planning, uniformed PLCs with strategic goals, norms and agendas.	**Formative**			**Summative**
	Dec	Mar	May	June
Strategy's Expected Result/Impact: Increased teacher collaboration & support **Staff Responsible for Monitoring:** Admin PLC leads				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Continue monthly campus leadership meetings to provide training for PLC processes, data analysis & effective PLC leadership. **Strategy's Expected Result/Impact:** Increase leadership capacity Increased communication & support **Staff Responsible for Monitoring:** Admin Instructional Coach Tech Specialist **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Dec**	**Mar**	**May**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 1: 100% of all core content teaching and assessments will be academically aligned to the rigor and content of the state objectives.

    Evaluation Data Sources: Lesson Plans; Assessments; Student Achievement Data

Strategy 1 Details	Reviews			
Strategy 1: 100% of our teachers will participate in training and implement a focused, intentional, highly effective lesson plan process. Lesson Plans will be objective-driven with aligned formative and summative assessments.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase student-centered lessons & activities
     Staff Responsible for Monitoring: Admin
 IC
 Tech Specialist
 	
     Title I:
 2.4
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 5: Effective Instruction
	Dec	**Mar**	**May**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in intentionally planned reading activities that are rigorous and aligned to the learning targets @ least 2 times a week in all courses.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase student achievement; higher reading scores & engagement in reading process
     Staff Responsible for Monitoring: Admin
 IC
 Teachers
 	
     Title I:
 2.4
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 5: Effective Instruction
	Dec	**Mar**	**May**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Teachers can request (or be assigned) the assistance of the instructional coach to assist in working on lesson quality, the behavior specialist to assist in working on classroom management, or both, in an effort to improve instruction in classrooms.	Formative			Summative
	Dec	Mar	May	June
Strategy's Expected Result/Impact: Improved instruction for teachers who are being coached **Staff Responsible for Monitoring:** Admin Instructional Coach Behavior Specialist **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

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

Performance Objective 1: 100% of teachers will integrate technology to enhance student engagement and academic success through our Learning Management System-Canvas.

    Evaluation Data Sources: Canvas pages; walk-throughs; Observations;

Strategy 1 Details	Reviews			
Strategy 1: All students received Chromebooks in the classrooms and provided training for students and teachers with Canvas implementation.	**Formative**			**Summative**
	Dec	Mar	May	June

Strategy's Expected Result/Impact: Students will have more opportunities to be engaged
    Staff Responsible for Monitoring: Admin
Tech Specialist
Instructional Coach
 	
    Title I:
2.4
 - ESF Levers:
Lever 5: Effective Instruction				

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

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

Performance Objective 2: Students will participate in instructional activities that transform SMS students from consumers to creators that would include: project-based learning, Google tools, online audio/video tools.

Evaluation Data Sources: Lesson plans
Observations

Strategy 1 Details	Reviews			
Strategy 1: Instructional technology related experiences that prepare students for higher education, and/or life after graduation, such as access to career education basics, through the successful implementation of an LMS.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Students will be able to master their content as well as the LMS, which is a skill for any higher education **Staff Responsible for Monitoring:** Tech Specialists Instructional Coach **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Instructional technology experiences that expose students to opportunities that they would not otherwise have, including: CTE- type field trips to non-traditional workplaces, classroom visitors who hold jobs in CTE-related fields.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Exposing students to career possibilities and building a relationship with the surrounding business community **Staff Responsible for Monitoring:** Admin Instructional Coach Technology Specialist Teachers **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

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

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

Performance Objective 1: Sherman Middle School will increase the academic performance of all students by 5% as measured through STAAR and IReady data.

Evaluation Data Sources: STAAR
IReady

Strategy 1 Details	Reviews			
Strategy 1: Focus on differentiation strategies within effective Tier 1 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Admin IC **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	**Dec**	**Mar**	**May**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Create and implement an Accelerated Learning Plan to fulfill the TEA HB4545 tutoring requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased performance student achievement data; closing the gaps, increased reading levels **Staff Responsible for Monitoring:** Admin IC Teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Dec**	**Mar**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 1: Implement building wide Multi-Tiered Support System for academics (MTSS-A) and behavior (MTSS-B)

High Priority

Evaluation Data Sources: MTSS System Plan
Increased Student Achievement Data

Strategy 1 Details	Reviews			
Strategy 1: Create & implement a PBIS program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive Behavior Support System plan & expectations set; Decrease negative behaviors	**Dec**	**Mar**	**May**	**June**
Staff Responsible for Monitoring: Admin; PBIS Team; Tech Specialist **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Implement systematic documentation of classroom-based interventions and accommodation requirements that will require data collection phases with scheduled student team meetings with administrative support to review, analyze, and discuss further classroom-based interventions. Students who are undergoing an intervention cycle will be rigorously monitored by teachers, in order to determine if the student would then qualify to be referred to the Tier II committee. Tier I and II teams will be established to support the academic and behavioral interventions for all students that demonstrate the need for additional support.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Support & manage student behaviors Decreased Discipline Referrals **Staff Responsible for Monitoring:** Admin PBIS/Behavior Team Admin Guidance Counselor Support Counselor Behavior Specialist CIS Site Coordinator **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: In an effort to build positive school culture-continue the implementation of the school-wide "Bearcat Way" with students every week.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Decreased Discipline Referrals Positive School/Class Culture Increased Student/Teacher Relationships **Staff Responsible for Monitoring:** Admin Teachers & Staff **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Establish & utilize our Community in Schools Site Coordinator to build a strong supports system/program for our students. **Strategy's Expected Result/Impact:** Establish CIS Increase student support Positive Culture **Staff Responsible for Monitoring:** Admin CIS Site Coordinator	**Formative**			**Summative**
	Dec	**Mar**	**May**	**June**

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

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

Performance Objective 2: SMS staff will address the social emotional needs of SMS students through active participation in building wide Tier I practices and intentional classroom environment creation, access to classroom driven SEL and interventions with teacher team data documentation and collaboration.

High Priority

Evaluation Data Sources: Decreased SEL needs
Decrease Behavior Referrals

Strategy 1 Details	Reviews			
Strategy 1: Recognize the needs of the whole child, reinforcement of positive classroom and school behaviors, access to Tier II SEL supports via 7 Mindsets SEL Curriculum. Use of PBIS Rewards as a building wide token economy for usage in student store and incentives.	**Formative**			**Summative**
	Dec	Mar	May	June
Strategy's Expected Result/Impact: SEL Support Decreased Behavior Referrals Increase Attendance Decrease Dropout Rates **Staff Responsible for Monitoring:** Admin Guidance Counselor Support Counselor Behavior Specialist CIS Site Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: Staff will have access to adult SEL support via 7 Mindsets, as well as opportunities to access the district's Employee Assistance Program for social and emotional counseling.	**Formative**			**Summative**
	Dec	Mar	May	June
Strategy's Expected Result/Impact: Staff SEL Support Staff Retention **Staff Responsible for Monitoring:** Admin Guidance Counselor **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: All teachers will establish classroom norms and procedures within their individual classrooms using the PBIS "Big 3" Respectful, Responsible & Safe expectations, as well as whole child initiatives to support a positive learning environment. **Strategy's Expected Result/Impact:** Decreased Discipline Referrals Decreased bullying Safe School learning environment **Staff Responsible for Monitoring:** Admin Teachers	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
Strategy 4: Create and maintain a campus culture of "Adding Value." For the students to learn how to Add Value to themselves, then to their family, then to their community. **Strategy's Expected Result/Impact:** Improved respect for one another on campus, decreased discipline referrals, more positive environment **Staff Responsible for Monitoring:** Admin, teachers, and staff	Formative			Summative
	Dec	Mar	May	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

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

Performance Objective 1: Maintain on-going communication in multiple forums for parents and community concerning school activities and information.

Evaluation Data Sources: Communication Data
Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Continue to communicate with parents, staff, students & community through Facebook, SMS Web Page , call outs and events.	**Dec**	**Mar**	**May**	**June**
Strategy's Expected Result/Impact: Increased Communication **Staff Responsible for Monitoring:** Admin Tech Specialist **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: Provide multiple opportunities for parents to be engaged and involved with the campus either in person or virtually by partnering with multiple stakeholders.

    Evaluation Data Sources: Sign-In Sheets
Agendas
Calendar of Events

Strategy 1 Details	Reviews			
Strategy 1: Build relationships with the surrounding community through community invite events , A Gathering of Men/Women dinners, business lunches, and opportunities to volunteer	**Formative**			**Summative**
	Dec	Mar	May	June

Strategy's Expected Result/Impact: Increase community outreach awareness for staff, students & parents
   Staff Responsible for Monitoring: Admin
 SMS Community Outreach chair
 	
   Title I:
 4.1
  - ESF Levers:
 Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: All special programs such as Orchestra, Band, Art, Choir, Theater, CTE, Athletics, etc.. will hold concerts, presentations, sporting events and invite parents and community members.	**Formative**			**Summative**
	Dec	Mar	May	June

Strategy's Expected Result/Impact: Increased parent & community involvement
   Staff Responsible for Monitoring: Admin
 Program Directors/Coordinators
 	
   Title I:
 4.1
  - ESF Levers:
 Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Partner with PTA to conduct semester Coffee with the Principal for parent & community Q&A meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Communication Increased awareness about SMS **Staff Responsible for Monitoring:** Principal PTA **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Mar**	**May**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
5	1	1	Focus on differentiation strategies within effective Tier 1 instruction.