

Sherman Independent School District
Wakefield Elementary School
2023-2024 Improvement Plan



Mission Statement

District Mission Statement

: To ensure that each student is equipped to excel in our changing environment, through a school system characterized by an unrelenting passion for excellence.

Campus Mission Statement

The mission of Wakefield Elementary is to prepare all students for their future.

Vision

District Vision Statement

Equity and Excellence in Action

Campus Vision Statement

Wakefield Elementary School is a place where all students are encouraged to strive for excellence. Our goal is to ensure that each student is equipped to excel in life through the creation of a challenging learning environment lead by individuals, who possess an unrelenting passion for excellence: opportunities are available for enrichment, intervention and remediation as necessary. Our entire school community shares the belief that all students can and will learn.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wakefield is a Title I campus nestled in a neighborhood of diverse cultures with enrollment of approximately 300 students. We serve Kindergarten through fifth grade students with classes of 15-22. Our building was erected in 1956. The majority of our students and parents are White, which makes up about 40% of our population. Our Hispanic population is 25%, our African-American population is 16%, our Asian population is 8%, our American Indian population is 1%, and the remaining percentage 15% is made up of two or more races. This includes 16% English Language Learners, 5% Gifted and Talented, and 12% Special Education students. Our economically disadvantaged population is approximately 87% of our total campus population. Our average years of teacher experience is 7 years. Fifty percent these teachers is state certified with 50% of them holding an ESL supplemental certification. We have retained approximately 80% of our staff over the last years. Our student mobility rate is 21%. The Wakefield community is comprised of several apartment complexes in one of the more established neighborhoods in Sherman, which is currently more of a retirement community.

Population	Campus
White	38%
Hispanic	25%
African American	13%
Asian	8%
American Indian	1%
2 or More Races	15%
Limited English Proficiency	17%
Gifted and Talented	6%
Special Education	18%
Economically Disadvantaged	87%

Demographics Strengths

We believe that one of our greatest strengths is our diversity. Our students are allowed the privilege of learning about other cultures as they prepare for the future. Many of our teachers have 6 or fewer years of experience and bring the latest in research to the classroom. This excites and invigorates our experienced teachers who in turn use their experiences to support and nurture our younger teachers. Our community reaches beyond the Wakefield attendance zone. We have partnered with 2 or more churches as well as Texas Council of Governments. The volunteers are on our campus daily to support teachers and students. Our PTA is active and planning ways to involve all stakeholders. PTA plays a vital role in supporting our teachers and students as we work to create a positive campus community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our scores on STAAR are low across all student groups. **Root Cause:** Family mobility and a lack of academic exposure causing learning gaps due to movement from one campus to another.

Student Learning

Student Learning Summary

Our State Accountability Data for the 2022-2023 school year is slightly higher than 2021-2022 school year. For planning and accountability we will use our current STAAR Data to address student deficiencies. During the 2022-2023 school year, our students participated in classroom lessons focused on math, reading, science, and writing. Our teachers will continue to focus on these basic content areas of study to increase student scores to the Meets level of the STAAR. During the 2022-2023 school year, students participated in i-Ready, a norm referenced progress monitoring tool. For the current school year, students will continue to participate in i-Ready and teachers will use i-Ready lessons for tier 1 instruction and intervention instruction to focus on closing the gaps in students' learning.

STAAR Data

Grade/subject	Approaches	Meets	Masters
3rd Grade Reading	80%	40%	12%
4th Grade Reading	61%	25%	14%
3rd Grade Math	59%	27%	9%
4th Grade Math	40%	31%	11%

Student achievement ratings are as follows: 64% met Approaches, 33% met the Meets and 10% met the Masters level. Over the last 4 years, our local benchmarks and our STAAR data show that our scores fluctuate and are not consistent; however, for the 22-23 school year, we do show some improvement.

Student Learning Strengths

We have revised our master schedule to include deliberate time for intervention/tutoring to increase accelerated learning opportunities. Teachers participate in Professional Learning Communities each week while their students participate in Art, Music, and PE.

We have developed a focused RTI/MTSS process, which includes case managers for each grade-level, to be more efficient when intervening

on behalf of students who are performing below grade level. Our case managers also serve as our REACH teacher (Reading Specialist), Digital Learning Specialist, Dyslexia specialist, ESL teacher and Counselor. This team meets every six weeks with our classroom teachers to review data and plan specific intervention for our students. The focus of the Case Managers and Teachers is Literacy, Math, and Discipline.

mClass, an ongoing assessment for Kinder students and i-Ready, an ongoing assessment for K-5 students. These programs help our teachers to identify and focus on specific needs of students which in turn identifies which small group sessions teachers will place students in for intervention and provides specific skills to target during intervention.

Our teachers use the Instructional Framework that were created by the C&I department along with Instructional Coaches and selected teachers. These frameworks were created using researched-based classroom materials and resources provided by the District.

All teacher, K-5, use a specifically align process for support literacy at each level. Teachers participate in ongoing professional development to hone their craft in the area of reading literacy. All K-3 teachers have or will be participating in the Reading Academy.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On our 2023 STAAR Performance Report , Wakefield received a 36, which is a low performance. We earned a "D." **Root Cause:** There is a need for more effective data-driven planning and instruction with formative and summative assessments-driven by data. We need more specific professional development in areas of need for teachers. ESF-Lever 4.1 and 5.1

School Processes & Programs

School Processes & Programs Summary

Over the past year, Wakefield has focused on understanding curriculum and instruction through intense work sessions. We have created a master schedule which includes opportunities for teachers to learn together-Professional Learning Communities. On the days we have PLCs scheduled, we have created extended planning time for teachers. Throughout the year, we will focus on what is written, taught, and assessed. In the master schedule, we have also purposefully scheduled time for students to participate in Art, Music, and PE, which is another form of enrichment for student growth. We solicited teacher input in how to create extended learning opportunities for students. We have scheduled Intervention Time/Multi-tiered Systems of support to assist in closing the Gap for all students. We have recruited and retained at least 50% of our teaching staff, which includes a Dyslexia teacher, Special Education teachers, a Reading specialist, and a Digital learning specialist. These individuals support classroom teachers who provide Tier 1 instruction to all students. Consistently practicing PBIS and CHAMPS across the campus will set a standard for student behaviors in the classroom and beyond.

The Wakefield Climate survey supports what we know - we have a positive school climate with a safe and welcoming environment. Our building is clean and refreshing for students, teachers, and visitors. As a safety precaution, we have taken the necessary precautions to protect students and staff by having extra cleaning by our teachers. We have created a clean and safe environment where parents feel confident that their students are well taken care of each day. We have processes in place that are collaborative in nature and provide efficiency and effectiveness. The administration works closely together to oversee and monitor responsibilities that have been delegated to other leaders on campus to build capacity among the staff. Several committees have been developed to ensure that the entire campus/facility is taken care of both physically and academically by providing targeted feedback in multiple areas. Our Administrative team has participated in TEA suggested trainings in order to lead the campus PLCs, PBIS, and other areas where teachers may need support to aggressively monitor and intervene where needed for student growth.

As a part of our safety protocol, we monitor the number of volunteers and student teachers on campus to support student learning. At the beginning of the year, campus leadership participated in safety training and campus safety protocols. We have increased our skill set and are supporting students more effectively this fall (2022).

School Processes & Programs Strengths

We value and participate in the continuous improvement plan process. Our campus leadership team analyzes STAAR data, creates problem statements, and develops root causes for each problem statement, which helps develop our targeted improvement plan. We have implemented vertical alignment opportunities for teacher in ELAR, Math, Science. These opportunities occur during at least one after school session per month. The focus of these meetings is driven by the

priority TEKS of our STAAR data. Our Campus Leadership team will meet quarterly to reflect on and continue our intervention process.

Our staff is divided into 3 Power Teams to increase staff ownership, build capacity and build relationships. The purpose of the teams is to address needs revealed in our campus climate survey: Leadership, PBIS, Hospitality, and Student Leadership. This allows each stakeholder to have a voice. Members of each team represent each grade level and campus groups; therefore, each team member becomes a leader on their team.

The administrative team meets weekly with teachers of Math and ELAR to support them in their understanding of the alignment of the TEKS and content knowledge. During this time, we unpack the TEKS and utilize district resources to backward plan. Each group of teachers comes prepared with an outline of their lesson and available resources. We also meet to discuss student data - Data Driven Instruction process. Our teachers analyze data individually and in PLCs to identify trends in student misconceptions using IFDs and the TEKS Clarification Documents, and i-Ready data. Our teachers are identifying gaps and planning reteach lessons to address misconceptions. Our leadership team has created a master schedule that includes at least one weekly block for teacher teams to meet. We have created a positive growth mindset campus.

Some of our Programs, Processes, and Strengths:

PBIS - high expectations are set for behavior - we reward students quarterly for positive behavior in the classroom and in common areas.

Lions Quest - K-4 students participate daily in class meetings to practice and learn about social skills, character education and relationship building.

R-Time - implemented at all grade levels

Mustang Celebration - we celebrate our student achievements at the end of each quarter.

SISD Science Fair - GT(Challenge) students - Chess Team - Robotics Team

Grade-level field trips - Zoo, Sneed Prairie, Austin, Texas, Perot Museum

College and University Teacher Observation and Student Teaching Opportunities

Music - Grade level performances

Art - Exhibits, clubs, and shows

PE - Kid's Heart Challenge, Field Day, and Walk for Fitness

Library - Engaging lessons that support classroom objectives - book fairs - Visiting Authors

Counselor - College and Career Readiness Week - Red Ribbon Week

Supporting Future Teachers: Student Teacher Observation and Student Teaching Opportunities

Austin College - A part of supporting future teachers

Southeastern Oklahoma State University

Texas A&M University

Student Council - BOTA Food Drive and Elections

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Many of our students have experienced emotional and physical trauma which impedes learning. **Root Cause:** Students entering school without a variety of skills and experiences other than negative experiences.

Perceptions

Perceptions Summary

Our campus is like a big family welcoming all who enter our doors. We hold ourselves and our students to a high standard and celebrate success. We have built a network of teams that work together to create a family environment. Our teachers work to build relationships with students and parents to ensure community trust. We believe that all students can learn and that it is our responsibility to ensure that all students have that opportunity.

Even in the wake of negative outside influences, our staff and students feel safe. We have systems in place to support the social and emotional needs of our campus. We also have systems in place to direct staff to appropriate individuals for support according to roles and responsibilities. Our counselor plays a large role in supporting our students through guidance classes.. She supports our staff through weekly emails on self-care and how to relax. As a part of our hallway safety and manners, we have implemented PBIS as a school-wide process. We have daily class meetings to reset/start each day by getting our students focused for the day.

Every door on campus from the principal across the campus is open for students, parents, and staff to stop in to share or get support. We serve our stakeholders every day in every capacity needed.

Our belief is that everyone on our campus is valuable and worth the time that is spent with them. We know that everyone learns at a different pace and needs to be nourished both emotionally and physically; therefore, we feed the brain in the classroom, we feed the body in the cafeteria with free breakfast and lunch for all students, and the outer body through our exciting PE classes and social emotional needs through guidance and class meetings. We want to support the whole child. We want to partner with parents and work as a team to take care of and support the whole child.

Perceptions Strengths

Teachers have an opportunity to greet students and parents during morning duty ensuring that our students feel welcomed at the beginning of their day. We begin our day with the students by feeding them and then sharing in class meetings with teachers to create a positive environment. Our crossing guard greets our walkers, our cafeteria staff greets the students with a smile and breakfast, and our custodian welcomes them as the walk to their classes. Our staff is also privileged to greet parents after school and send students home after a busy day of learning, feeling safe and cared for by loving adults. At the end of the day when teachers are handing the students off to their parents an opportunity is presented for teachers to pass on some positives about the students to the parents.

Through our vertical Math, ELAR, and Science meetings, our staff is able to build relationships across the campus and mutually mentor each other. We work and have fun together sharing in our strengths and weaknesses. We celebrate each other daily and each month we come together and fellowship with food and good conversation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some of our families do not participate as much as we need or would like. **Root Cause:** Language barriers, work and life interference.

Priority Problem Statements

Problem Statement 1: On our 2023 STAAR Performance Report , Wakefield received a 36, which is a low performance. We earned a "D."

Root Cause 1: There is a need for more effective data-driven planning and instruction with formative and summative assessments-driven by data. We need more specific professional development in areas of need for teachers. ESF-Lever 4.1 and 5.1

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our scores on STAAR are low across all student groups.

Root Cause 2: Family mobility and a lack of academic exposure causing learning gaps due to movement from one campus to another.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Many of our students have experienced emotional and physical trauma which impedes learning.

Root Cause 3: Students entering school without a variety of skills and experiences other than negative experiences.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Some of our families do not participate as much as we need or would like.

Root Cause 4: Language barriers, work and life interference.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement 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 released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- 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
- T-TESS data





Goals

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

Performance Objective 1: 100 % of teachers will participate in a minimum of 30 hours of professional development according to their position requirements, supporting literacy and professional goals.

Evaluation Data Sources: Sign-in sheets, Eduphoria workshops, and T-TESS goals.

Strategy 1 Details	Reviews			
Strategy 1: Principals and IC/DLS will monitor and provide PD based on teacher need. Strategy's Expected Result/Impact: All teachers will become more proficient in their area of need as demonstrated by T-TESS professional goals and observations. Staff Responsible for Monitoring: 1. Principals and IC will participate in walk-throughs. 2. Principals and IC Immediate feedback to teachers journals and T-TESS documentation. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers will receive coaching and professional development for reading, math, and science according to their teaching assignment. Strategy's Expected Result/Impact: Make Tier I lesson planning more effective and more efficient to increase academic success. Staff Responsible for Monitoring: Principals, IC, Reading Specialist, Digital Learning Specialist, and Reading Academy Trainer Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details		Reviews			
Strategy 3: All Team leads will participate in monthly PD to develop skills and learn more about roles and responsibilities while learning how to build capacity within their teams. Strategy's Expected Result/Impact: Leads will become more proficient in leading their teams through strategically planned PLCs. Staff Responsible for Monitoring: Principals, IC, and DLS Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning		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: 100% of our campus leadership team will participate in professional learning that will support learning, teamwork, and collaboration to increase student achievement.

High Priority

Evaluation Data Sources: Team Minutes and Master Schedule

Strategy 1 Details	Reviews			
Strategy 1: Review previous master schedule and determine the best time for PLCs in conjunction with specials schedule, guidance requirements, and instructional time. Strategy's Expected Result/Impact: Quality PLC time to focus on needs of students both academically and behaviorally. Creation of productive PLCs/DDI meetings. Staff Responsible for Monitoring: Principals, IC, DLS, and Counselor Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Create specific agendas for Planing and Data Analysis lead a focused PLCs. Strategy's Expected Result/Impact: Quality PLC time to focus on needs of students both academically and behaviorally. Creation of productive PLCs/DDI meetings to increase academic achievement. Staff Responsible for Monitoring: Principals, IC, and DLS Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June





Strategy 3 Details	Reviews			
Strategy 3: Plan monthly vertical Math, Reading, and Science professional development. Strategy's Expected Result/Impact: Quality PLC time to focus on needs of students both academically and behaviorally. Creation of productive PLCs/DDI meetings. Staff Responsible for Monitoring: Principals, IC, DLS, and Team Leads Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Instructional Leadership Team will participate in professional development with our Region 10. Strategy's Expected Result/Impact: Increase teamwork and collaboration Staff Responsible for Monitoring: DSCI ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: 100% of team leads will participate in monthly meetings with campus A-Team for training in leading focused PLCs, and leading the creation of highly effective lesson plans.

High Priority

Evaluation Data Sources: Power Team Agenda, meeting notes, lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Review ESF success criteria and focus for TIP plan Strategy's Expected Result/Impact: 35% or more of 3rd and 38% or more 4th grade students will score at the Meets level for Reading and Math on district assessments and ultimately the STAAR Staff Responsible for Monitoring: Principals, IC, and DLS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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 1: 100% of all teachers will create data driven daily lesson plan to close achievement gaps and drive instructional practices using the District's high quality instructional materials.

High Priority

Evaluation Data Sources: Lesson plans, walk-through notes and feedback, tutoring plans/feedback

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement lesson plan template that meets the ESF success criteria and administrators will use a lesson plan tracker and feedback form. Strategy's Expected Result/Impact: 45% or more of students will meet the "Meets" standard on all EOY assessments. Staff Responsible for Monitoring: Principal, AP, IC, and teachers: *Formative assessment by teachers *PLC data/discussions *Walk-through data *Lesson plans Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	June
Strategy 2 Details		Reviews			
Strategy 2: The Instructional Coach will provide professional development depending on teacher needs and support them in PLC, lesson planning and lesson plan monitoring. Strategy's Expected Result/Impact: 45% or more of students will meet the "Meets" standard on all EOY assessments. Staff Responsible for Monitoring: Principals, IC, and DLS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: During PLCs, teachers will write corrective instruction plans, individually and in PLCs to analyze data, identify misconceptions, determine the root causes as to why students may not have learned the concept, and create plans to reteach. Strategy's Expected Result/Impact: Teachers will unpack standards, identify gaps and plan the reteach so that their instruction will become stronger and student achievement will increase. Staff Responsible for Monitoring: Principals, IC, DLS, and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: All K-5 teachers will include the following items in their lesson plans: Focus areas: Read, think, talk, write/type-higher-level questioning, student discourse activities/strategies, responding through written-practice short-constructed responses (2 complete sentences) and extended-constructed responses (follow the writing template). Strategy's Expected Result/Impact: Increased academic success in the core areas: Math, Reading, and Science Staff Responsible for Monitoring: Principals, IC, DLS, and Reading Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.

Performance Objective 2: All students including GT, ESL, and Special Education students will increase their overall performance on STAAR to 45% or more in the Meets Standard.

High Priority

Evaluation Data Sources: mClass, District Benchmarks, i-Ready, and teacher formative assessments.

Strategy 1 Details		Reviews			
Strategy 1: Small group targeted instruction for each category of student needs: high, medium, and low. Groups will be determined by i-Ready data - 4th and 5th grade will also use Quintile Reports to ensure selected groups meet the standard for STAAR success. Strategy's Expected Result/Impact: Increase up to 45% of students performing at the Meets level on STAAR and other end of the year assessments. Staff Responsible for Monitoring: Principal, AP, IC, and DLS *Observation *Teacher assessments *District Benchmark assessments *PLC- DDI discussions, agendas and minutes. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will create lesson plans using a template that meets ESF and District criteria for Tier 1 instruction success. Strategy's Expected Result/Impact: 45% or more of all student groups will be at the Meets standard or above on all		Formative			Summative
		Dec	Mar	May	June





<p>EOY assessments.</p> <p>Staff Responsible for Monitoring: Principals IC, and DLS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </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 3: 100% of teachers will participate in data driven instruction to focus on student achievement, instructional practices, and close achievement gaps.

High Priority

Evaluation Data Sources: mClass, BAS, Benchmarks, and STAAR assessments, lesson plans, observations, and i-Ready.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will design and implement instruction that meets the ESF success criteria: corrective instruction, action planning process and aggressive monitoring. Strategy's Expected Result/Impact: 45% or more of students will meet the "Meets" standard on all EOY assessments. Staff Responsible for Monitoring: Principals, IC, and DLS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will create exemplars in their daily lesson plans using researched best practices. Strategy's Expected Result/Impact: 45% or more of students will meet the "Meets" standard on all EOY assessments. Staff Responsible for Monitoring: Principals and IC will monitor lesson plans weekly and give feedback to teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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 4: 100% of K-3 teachers who have not completed the Reading Academy will participate in focused professional development that is coordinated between state, district and campus needs, ie K-3 teachers will complete Reading Academy Modules and Kinder teachers will complete mClass training.

High Priority

HB3 Goal

Evaluation Data Sources: Reading Academy Modules/Training and mClass Training





Strategy 1 Details	Reviews			
Strategy 1: All K-3 teachers, who have not participated, will participate in Reading Academy Training.. Strategy's Expected Result/Impact: Better lesson planning and strategies used to teach reading and increase student achievement in the area of reading. Staff Responsible for Monitoring: District Reading Specialist, Principals, ICs, and campus Reading Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All K-2, who have not participated, will participate in mClass training and planning for implementation. Strategy's Expected Result/Impact: Teachers will write better plans for student intervention in both math and reading which assist in closing the gap in student learning outcomes. Staff Responsible for Monitoring: Principals, ICs, and Teacher Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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 5: 100% of Instructional Coaches and Digital Learning Specialists will be trained to turn around i-Ready and STEMScopes to campus teachers.

High Priority

Evaluation Data Sources: Training Results

Strategy 1 Details	Reviews			
Strategy 1: Instructional Coaches and Digital Learning Specialists will attend Trainer of Teacher Training. Strategy's Expected Result/Impact: ICs and DLS will be able to train teachers. Staff Responsible for Monitoring: Elementary Director of Curriculum and Instruction and Principals Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.

Performance Objective 6: All fourth grade teachers will use the Quintiles data for overall improvement and growth of our student "Closing the Gap" of the STAAR Assessment Data. Math: Quintile 1 increase 10%percent (from 8% to 28%), quintile 3 increase 10% (from 32% to 42%), and quintile 5 increase 10% (from 78% to 88%.) Reading: Quintile 1 increase 10% (from 20% to 30%), quintile 3 increase 10% (from 37% to 47%) , and quintile 5 increase 10% (from 76% to 86%) as evidence by Lead4Ward Quintile Data.

High Priority

Evaluation Data Sources: EOY STAAR Data
i-Ready BOY, EOY, and EOY Data

Strategy 1 Details	Reviews			
Strategy 1: Create intervention groups that will address the needs of the students on their specific academic needs. Strategy's Expected Result/Impact: Students will move at least ten percentage point by the end of the school year. Staff Responsible for Monitoring: Principals, IC, DSL, and Reading specials Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Increase Tier 1 instruction in all K-5 classrooms by using HQIM with fidelity in planning and implementation. Strategy's Expected Result/Impact: All students will move up in their score percentages. Staff Responsible for Monitoring: Principals, IC, DLS, and Reading specialist Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details		Reviews			
Strategy 3: We will hire tutors to work with all students in the area of math and reading. Each tutor will work with a specific group of students 2-4 times per week to increase all students scores. Strategy's Expected Result/Impact: By the end of the year all students will have increased scores by a year's worth of growth. Staff Responsible for Monitoring: Principals, IC, DSL, Reading Specialist, and tutors. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					





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

Performance Objective 7: All fifth grade teachers will use the Quintiles data for overall improvement and growth of our student "Closing the Gap" of the STAAR Assessment Data. Math: Quintile 1 increase 10%percent (from 28% to 38%), quintile 3 increase 10% (from 49% to 59%), and quintile 5 increase 10% (from 84% to 94%.) ELAR: Quintile 1 increase 10% (from 28% to 38%), quintile 3 increase 10% (from 57% to 67%) , and quintile 5 increase 10% (from 76% to 86%) as evidence by Lead4Ward Quintile Data.

High Priority

Evaluation Data Sources: EOY STAAR Data
i-Ready BOY, EOY, and EOY Data

Strategy 1 Details	Reviews			
Strategy 1: Create intervention groups that will address the needs of the students on their specific academic needs. Strategy's Expected Result/Impact: Students will move at least ten percentage point by the end of the school year. Staff Responsible for Monitoring: Principals, IC, DSL, and Reading specials Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Increase Tier 1 instruction in all K-5 classrooms by using HQIM with fidelity in planning and implementation. Strategy's Expected Result/Impact: All students will move up in their score percentages. Staff Responsible for Monitoring: Principals, IC, DLS, and Reading specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details		Reviews			
Strategy 3: We will hire tutors to work with all students in the area of math and reading. Each tutor will work with a specific group of students 2-4 times per week to increase all students scores. Strategy's Expected Result/Impact: By the end of the year all students will have increased scores by a year's worth of growth. Staff Responsible for Monitoring: Principals, IC, DSL, Reading Specialist, and tutors. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	June
 No Progress  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: Wakefield will become a Class Dojo Mentor Campus through teachers becoming proficient in the use of Class Dojo to communicate important announcements, newsletters, and discussions that keep frequent lines of communication open.

High Priority

HB3 Goal





Evaluation Data Sources: Analytics

Strategy 1 Details	Reviews			
Strategy 1: All Teachers will be trained and supported using Class Dojo. Strategy's Expected Result/Impact: Teachers proficiently access and use Class Dojo for communication purposes. Staff Responsible for Monitoring: Instructional Coach, Digital Learning Specialist and Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: All Teachers will be expected to use Class Dojo a minimum of once a week. Strategy's Expected Result/Impact: Teachers improve communication through using Class Dojo. Staff Responsible for Monitoring: Instructional Coach, Instructional Technology Specialist and Teachers ESF Levers: Lever 3: Positive School Culture	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 levels.

Performance Objective 2: Students will become proficient in recording their voices to reinforce language, phonetic, and reading skills.

Evaluation Data Sources: Observation of student reading to increase fluency.

Strategy 1 Details	Reviews			
Strategy 1: Students will use audio software to record their voice for an assignment designed by the Teacher. Strategy's Expected Result/Impact: Students proficiently record voice and make edits language, phonetic, and reading skills according to assignment expectations. Staff Responsible for Monitoring: Instructional Coach, Digital Learning Specialist and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: 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: Students will use audio software to record their voice four times during the year. Strategy's Expected Result/Impact: Students proficiently record voice. Staff Responsible for Monitoring: Instructional Coach, Digital Learning Specialist and Teachers Title I: 2.5, 2.6 - 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>				

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





Performance Objective 1: 35% of White, ELL Sp Ed, GT, and Economically Disadvantaged students will meet their federal accountability growth target in Domain 3 Closing the Performance Gaps on 22-23 STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data for 22-23

Strategy 1 Details		Reviews			
Strategy 1: All teachers will utilize the DDI process to analyze individual and sub-group student data to measure student performance and growth Strategy's Expected Result/Impact: At least 75% of our student groups will meet expected target "Meets" standard on 21-22 STAAR. Staff Responsible for Monitoring: Principal, Asst. Principal, IC, Reading Specialist, Tech Specialist: PLC agendas and minutes, student performance data Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	June
Strategy 2 Details		Reviews			
Strategy 2: The REACH teacher - reading specialist will provide intervention - research based instructional strategies for Tier 2 and Tier 3 instruction. Strategy's Expected Result/Impact: 35% or more of students will meet the "Meets" standard on all EOY assessments. Staff Responsible for Monitoring: Principals, IC, and DLS will monitor student progress during PLCs and monthly Intervention meetings Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Provide additional support for our ELL students through small group instruction from our ESL Certified Teachers. Strategy's Expected Result/Impact: Gaps will be filled in for these students and therefore, the gaps will be closed. Staff Responsible for Monitoring: Principal, ICs, and Director of ESL and Bilingual Services Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: GT teacher will support students through weekly accelerated instruction. Strategy's Expected Result/Impact: Help the higher performing students maintain or exceed their growth performance. Staff Responsible for Monitoring: Principals, IC and DLS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Tutors will work with small groups for Math, Science, and Reading intervention. Strategy's Expected Result/Impact: Increase student performance. Staff Responsible for Monitoring: Team leads, content area teachers, IC, and Reading Specialist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	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 2: Forty-five percent of Wakefield 4th grade GT students will demonstrate growth on MOY and EOY Measures of Academic Progress assessment i-Ready

HB3 Goal

Evaluation Data Sources: i-Ready Data

Strategy 1 Details		Reviews			
Strategy 1: Provide additional targeted intervention support in Reading and Math utilizing our Challenge Teacher, and Reading Specialist. Strategy's Expected Result/Impact: At least 50% of our student groups will meet expected target of "Meets" on 23-24 STAAR. Staff Responsible for Monitoring: Principals, IC, GT Teacher, and Reading Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		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: 100% of students will be assessed for a math and reading baseline within the first 20 days of school so that curriculum and instruction can be adjusted for students who have fallen behind.

High Priority

HB3 Goal

Evaluation Data Sources: mclass and i-Ready





Strategy 1 Details	Reviews			
Strategy 1: Teachers will schedule 2 days to assess student in Math and Reading i-Ready Assessment using class Chromebooks. Strategy's Expected Result/Impact: Give a baseline of students ability level. Staff Responsible for Monitoring: Teachers, IC, DLS, RTI team, and principals Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	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: 100% of students will have an opportunity to participate in a co-curricular or extra-curricular activity that enhances student engagement and academic success.

HB3 Goal

Evaluation Data Sources: Master calendar, master schedule, field trip plans, and clubs





Strategy 1 Details	Reviews			
Strategy 1: Provide students with the opportunity to participate in Jump Rope for Heart, United Way, Field Day, Big Art Day, PACES Science Fair. Robotics Strategy's Expected Result/Impact: There will be an increased interest and participation in athletics, Fine Arts, and STEM Staff Responsible for Monitoring: Principals, Specials teachers will monitor and attend events and practices. Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Grade levels will provide field trip opportunities for all students to support the grade level curriculum. Strategy's Expected Result/Impact: All students will participate in real world experiences to provide a deeper understanding of the content area. Staff Responsible for Monitoring: Lead Teachers and Principals will monitor planned field trips for the year. Principals and teachers will monitor events. Title I: 2.4, 2.5, 2.6 - ESF Levers: 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: 100% of Faculty and staff will utilize PBIS and Restorative Discipline practices to ensure all students, including students with special needs have a safe, positive and orderly school environment.

Evaluation Data Sources: PBIS data and 30 day tracker

Strategy 1 Details	Reviews			
Strategy 1: All teachers will implement Boys Town strategies in the classrooms to develop consistent student behavior across the campus. Strategy's Expected Result/Impact: Behavior referrals will show a 5%-10% reduction and instructional time will increase. Staff Responsible for Monitoring: Principals and PBIS Team Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of students will participate in Class Meetings focusing on Lions Quest lessons and R-Time strategies. Strategy's Expected Result/Impact: Students social skills and emotional needs will be met. Staff Responsible for Monitoring: Principals and Counselor Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June





Strategy 3 Details	Reviews			
Strategy 3: Teachers will introduce and use the Zones of Regulations in every classroom. Strategy's Expected Result/Impact: Students will be able to identify their emotional state and learn to regulate their emotions/behaviors. Staff Responsible for Monitoring: All staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will review PBIS and other classroom management strategies at the beginning of each nine weeks. Strategy's Expected Result/Impact: Positive school culture. Staff Responsible for Monitoring: All staff Title I: 2.5, 2.6 - 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>				

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

Performance Objective 3: 100% of incoming Kindergarten students will have an opportunity to participate in transition activities and parent meetings

High Priority

Evaluation Data Sources: parent survey, calendar

Strategy 1 Details		Reviews			
Strategy 1: Kinder Camp to transition from Pre-K to kindergarten. Strategy's Expected Result/Impact: All students who attend will make smooth transitions to their respective campuses and will be more comfortable the first days of school. Staff Responsible for Monitoring: Principals and coordinators will monitor plans and attendance. 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
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	





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

Performance Objective 4: 100% of Wakefield teachers will implement social emotional based instruction every day as part of teacher lead class meetings. This SEL time will focus on teaching appropriate skills to equip students with a variety of strategies for their changing world with consideration to reduction of stress and anxiety.

High Priority

Evaluation Data Sources: Lions Quest, Zones of Regulation, Boys Town, and Mustang Manners

Strategy 1 Details		Reviews			
Strategy 1: Daily classroom meetings will take place using one of the sources to provide social and emotional strategies to equip students with skills to regulate their emotions and choices. Strategy's Expected Result/Impact: Positive school environment Staff Responsible for Monitoring: Principals, IC, DLS Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	May	June
Strategy 2 Details		Reviews			
Strategy 2: Counselor will meet monthly with each classroom for guidance lesson. Strategy's Expected Result/Impact: Increased self-regulation and emotional stability Staff Responsible for Monitoring: Principals and Counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	May	June





Strategy 3 Details	Reviews			
Strategy 3: We will partner with Communities In School to re-enforce expected behaviors, increase attendance, and support emotional needs of students. Strategy's Expected Result/Impact: Students will be more engaged in classroom activities as well as attending school on a regular basis. Staff Responsible for Monitoring: CIS representative, counselor, and principals Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: We will partner with STEP Up Texas for teacher training - how to work with students dealing with trauma. Strategy's Expected Result/Impact: Teachers will better understand how to support students on days they struggle with social and emotional needs. Staff Responsible for Monitoring: Principals, Counselor, IC, and DLS Title I: 2.4, 2.6 - ESF Levers: 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 5: 100% of students and teachers will participate in PBIS lessons and expectations. After the initial lessons and implementation, students and teachers will revisit the process quarterly and after any extended time away from campus. Positive incentives and celebrations will encourage positive behavior.

High Priority

Evaluation Data Sources: Office Referrals, PBIS data, Observations of PBIS lessons and implementation

Strategy 1 Details		Reviews			
Strategy 1: Students will celebrate quarterly with PBIS celebrations, MAV Bucks, Award ceremonies, and classroom recognitions. Strategy's Expected Result/Impact: Students will feel successful and motivated to achieve more. Staff Responsible for Monitoring: Principals, ICs, Counselor, DLS, and Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	May	June
Strategy 2 Details		Reviews			
Strategy 2: All staff will participate in PBIS /CHAMPS training and District behavior guidelines. Strategy's Expected Result/Impact: Teachers will be better prepared to implement the lesson planned for the first twenty days of school to ensure better classroom management and improve student behavior. Staff Responsible for Monitoring: Principals, IC, DLS Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	May	June
 No Progress  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 community stakeholder groups to enhance educational experiences for students.





Performance Objective 1: 100% of staff will participate in activities that will increase parent and community involvement in order to enrich the positive educational experience for students.

High Priority

Evaluation Data Sources: Surveys, calendar of planned activities, sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Create a calendar of events for Title I and Title III activities. Strategy's Expected Result/Impact: All families will participate 90% of the time as their schedules permit. Staff Responsible for Monitoring: Principals, campus secretary, and hospitality committee 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
Strategy 2 Details	Reviews			
Strategy 2: Staff and community will be involved in the collaboration process regarding the Campus Improvement Plan and the Targeted Improvement Plan. Strategy's Expected Result/Impact: All participants will be engaged at least 3 times per year to design and implement plans to improve student performance. Staff Responsible for Monitoring: Principals, IC, DLS, CIP members 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





Strategy 3 Details	Reviews			
Strategy 3: Invite parents, students, and community to campus activities. Strategy's Expected Result/Impact: Families will feel welcomed and motivated to participate. Staff Responsible for Monitoring: Principals, Office staff, Power Teams Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: 100% of teachers will make positive communication to all parents the first month of school and through-out the year. Strategy's Expected Result/Impact: Positive relationships and better communication will be built with parents. Staff Responsible for Monitoring: Principals and Teacher Leaders ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Invite parents to be a part of the planning process for the campus - developing the Parent and Family Engagement Policy. Strategy's Expected Result/Impact: Create an environment where stakeholders help to guide communication and planning for student success. Staff Responsible for Monitoring: Principals, Staff, and Parents Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June

Strategy 6 Details	Reviews			
Strategy 6: Communicate with parents on a monthly basis through a newsletter and Blackboard messages in Spanish, Chin, and English. Strategy's Expected Result/Impact: Building a family with all stakeholders Staff Responsible for Monitoring: Principals, DLS, and Staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: PTA will plan a minimum of four events for the school year including Cultural Nights. Strategy's Expected Result/Impact: More positive community participation, more fundraisers beyond Major Saver. Staff Responsible for Monitoring: PTA, and principals ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: We will contact parents in regular mail, Dojo, emails, and paper copies. We will also share our Campus Events - Year-at-a- Glance. Strategy's Expected Result/Impact: All parents will be better communicated with in order support the school, teachers and campus activities. This will give parents an opportunity to update contact information. Staff Responsible for Monitoring: Teachers, DLS, Principals Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: 100% of parents and staff on the Site-Based Team will recruit other parents to participate in developing a Cultural Event for as many cultures represented on campus as possible.

Evaluation Data Sources: Calendar of events and sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Plan our first campus cultural event for November - Chin Culture. Strategy's Expected Result/Impact: Increase parent and community involvement Staff Responsible for Monitoring: Team Leads Title I: 2.5, 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Plan Black History Month activities Strategy's Expected Result/Impact: Increase parent and community involvement Staff Responsible for Monitoring: Team Leads Title I: 2.5, 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	All teachers will receive coaching and professional development for reading, math, and science according to their teaching assignment.
2	1	4	Instructional Leadership Team will participate in professional development with our Region 10.
5	3	1	Teachers will schedule 2 days to assess student in Math and Reading i-Ready Assessment using class Chromebooks.
6	4	3	We will partner with Communities In School to re-enforce expected behaviors, increase attendance, and support emotional needs of students.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
5	3	1	Teachers will schedule 2 days to assess student in Math and Reading i-Ready Assessment using class Chromebooks.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Eartha Linson	Principal
Administrator	Ashley Woods	Assistant Principal
Parent Representative	Ashley Sanders	PTA Parent
Business Representative	San San	Parent
Parent Representative	Charla Brown	Parent
Classroom Teacher	Amanda Barnes	5th Grade Team Lead
Classroom Teacher	Nicole Barry	4th Grade Team Lead
Classroom Teacher	Laura Brooks	3rd Grade Team Lead
Classroom Teacher	Ashlyn McKelva	2nd Grade Team Lead
Classroom Teacher	Jasmine Walker	1st Grade Lead
Classroom Teacher	Sandra Daniels	Kindergarten Team Lead
Tech Specialist	Renee Cole	Digital Learning Specialist
Instructional Coach	Shawna Easton	Instructional Coach
Reading Specialist	Haylea Dooley	REACH Teacher