

Sherman Independent School District
Perrin Early Childhood Center
2023-2024 Improvement Plan



Mission Statement

We partner together to build academic foundations in a nurturing school family. We are fueled by uplifting relationships with staff, students, families and community partners to be an engaged and successful learning community. We focus on purposeful, playful and positive learning for academic and social-emotional growth.

Perrin Jets Soar!

Vision

Perrin Jets soar together as they learn about themselves, the world, and the gifts they have to share for lifelong learning.

Value Statement

Perrin Early Childhood Center is a squadron of educators and families who work together to help each student soar!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Perrin Early Childhood Center opened fall of 2021 as a full day Early Childhood Center. We are one of two Early Childhood Campuses in Sherman ISD. All our 155 students are either 3 or 4 years old. 131 of these have qualified for free public PreK or Head Start, and an additional 24 students supported in Early Childhood Special Education. 82% of Perrin students qualify as Economically Disadvantaged, with 11% qualifying as Homeless. 62% of Perrin students are Academically at Risk.

Our ethnicity distribution is as follows:

34% Hispanic

28% White

24% Black or African American

7% 2 or more races

5% Asian

1% American Indian

An informal teacher survey following home visits at the beginning of the year indicates that approximately 20% of Perrin students have experienced a change in home dynamics, such as a new sibling or other family member, a recent move within the last year, or change in home dynamics or guardianship. Approximately 17% of Perrin students spend time between 2 or more homes with different guardian arrangements.

We have a full time Licensed Nurse, a Library Associate, School Diagnostician and Instructional Specialist. Perrin shares a School Counselor and Assistant Principal with Fred Douglass Early Childhood Center, our sister ECC campus for Sherman ISD. Our classroom teachers fall into three groups: 40% have 8 years or less of teaching experience, 60% have 10 or more years experience, with 20% of this group having over 25 years or more in the classroom. The administrators have over 30 years of classroom and administrative experience. Perrin has 3 teachers currently working on their Texas Teacher Certification.

For the 23-24 school year, Perrin had 86% of classroom teachers return. 2 teachers changed campuses and 1 left the classroom to become Perrin's Instructional Coach. Two newly hired teachers came to Perrin through referrals from current Perrin Staff.

Demographics Strengths

Head Start is a federal program, which provides additional supports and services to each Head Start family. At Perrin, 42% of all students qualify for Head Start services, which includes additional health and speech screenings, language and emotional health supports, and parent engagement opportunities. All Perrin families, not just Head Start families are

invited and welcomed to participate in parent learning opportunities. Region 10 Head Start program provided additional resources to all students, such as free health resources (tooth brushes, and first aid kits) and additional food supports for Parent Engagement events.

Head Start teachers have additional staff development resources through training sessions and programming staff. Teachers have access to HS Educational Consultants, Disabilities Consultant, Bilingual Consultant, and Mental Health Consultants.

SISD Special Education Participates in a STAR Grant for Perrin's ECSE classrooms(Strategies for Teaching based on Autism Research). STAR uses the ABA (Applied Behavior Analysis) instructional strategies and functional routines as well as assessments at beginning, middle, and end of year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A significant number of Perrin families are impacted with lack of resources and seek assistance with transportation, food support, and finances. **Root Cause:** 82% of students qualify as Economically Disadvantaged

Student Learning

Student Learning Summary

All PreK and Head Start students are tested in CLI Engage CIRCLE Pre-K Progress Monitoring in 3 Waves - BOY, MOY and EOY. Perrin 's 22-23 CLI Overall data include 3 and 4 year olds assessed and scored at their chronological/developmental levels. Beginning of Year Assessment Data to End of Year Assessment Data reflected the following growth:

Rapid Letter Naming 25% to 76%

Rapid Vocabulary 33% to 84%

Overall Math 68% to 73%

Students in the Structured Learning Classrooms of ECSE are taught and assessed using STAR (Strategies for Teaching Based on Autism Research). Student achievement rates are reported in Individualized Educational Plans, or IEPs and progress is reported to families and SISD.

Student Learning Strengths

Frog Street Press Curriculum is viable and used daily with fidelity. This curriculum includes Conscious Discipline strategies imbedded daily for social/emotional development as well as academic standards aligned to Texas Prekindergarten Guidelines. This year, Perrin has a full-time Instructional Coach/Digital Learning Specialist. Through daily interactions with teachers regarding our SISD Early Childhood Scope and Sequence, FSP Curriculum, and best teaching practices, classroom teachers have increased their capacity for creating highly engaged, developmentally appropriate, and academically aligned learning activities.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Despite teacher support and interventions, many students struggle with academic and social/emotional development. **Root Cause:** The majority of our students were born during COVID, significantly impacting their interactions outside of their homes. Further, 25% of our students of our students are only 3 years old; there are significant developmental differences between 3-and 4-year olds that impact the classrooms academically and social-emotionally.

Problem Statement 2: Despite efforts with SISD Public Relations and Head Start working on spring enrollment, Early Childhood Campuses continue to have low numbers of enrolled students ready to start on the first day of school. By October 2023, Perrin experienced a 15% growth of enrollment after the beginning of the school year. **Root Cause:** Many of our families have difficulty enrolling their students for PreK or Head Start. Other priorities, such as young parents, families with economic challenges, and homelessness take precedent over early enrollment.

School Processes & Programs

School Processes & Programs Summary

Frog Street Press Curriculum is Perrin's state adopted curriculum and implemented for all PreK and Head Start Classrooms. This is both an academic curriculum and a Social Emotional Learning Curriculum. The SEL component is Conscious Discipline, a recognized and research based intertwined curriculum which has a significant positive impact on student behavioral outcomes and academic achievement. The curriculum for students in the SLC classrooms is STAR, and and Frog Street Press for Threes.

Now 4 Forever Early Childhood Training was attended by 75% of professional staff and 60% of teacher assistants in July. All Head Start teachers and teacher assistants attended 4 days of Head Start training in July, with a combined focus on PreK Guidelines, Head Start Early Outcomes Frameworks, and other compliance training for the federal program of Head Start. Texas requirements of Highly Qualified PreK educators require 15 hours of specific early childhood staff development, and 90% of Perrin educators receive well over this minimum standard. Any teachers that were hired after these trainings received additional staff development to meet early childhood teaching standards.

Perrin and Sherman ISD are part of Region 10's PreK Coop, and this allows the staff access to various trainings at no cost or at a reduced price. These trainings are specific and appropriate for our Early Childhood Program. SISD Special Education Department also provides specific staff development for our SLC teachers and assistants, both in July and throughout the year.

Perrin has a Legacy Leadership Team, comprised of lead teachers, counselor, and administrators. The Perrin Leadership Team has met for two summer retreats previously with Fred Douglass ECC, and this June held an independent Legacy Leadership Team Retreat. Additionally, quarterly meetings are held to plan, implement, revise and review learning goals, family engagement activities, and school wide programs and celebrations. For the 23-24 school year, we began using "Adventure Teams", each lead by a leadership team member to provide additional activities to continue to work on building a positive building culture and climate.

Perrin uses PBIS as a behavioral response to intervention program. Each classroom has QR codes for teachers to scan and report "Bucket-Filling Behaviors" exhibited by students as well as a QR to report behavioral challenges. Administrators follow-up with with entries daily, and the PBIS Team meets to review, discuss, and provide support for students as well as staff. This data is shared with district Behavior Specialists as consultants.

Professional Learning Communities, or PLCs take place 4 times monthly, primarily with after-school meetings. This year, Perrin has begun to have Partner Paired PLCs for teachers that share a common PE and Conference Times, at least once per month. These meetings are lead by the Instructional Coach and attended by the principal and groups of two or three teachers. These partner sessions have been great opportunities for more probing of questions and concerns in supporting student growth, whereas our full faculty PLC meetings allow for broader discussion school-wide, as well as professional development growth.

PLC meetings focus on what students are learning, where gaps exist in student outcomes, and how to differentiate for struggling students, as well as those exceeding expectations. PLC work is driven by student outcomes named in the PreK Guidelines as well as Head Start Early Learning Outcomes.

School Processes & Programs Strengths

Perrin educators are supported by Administrators and an Instructional Coach which focus specifically on early childhood curriculum and outcomes. Professional development opportunities are provided by Region 10 Early Childhood Programs, specialized staff development on staff development calendar days, and participation in professional organizations such as TAASPYC (Texas Association of Administrators and Supervisors of Programs for Young Children), ASCD (Association of Supervision and Curriculum Development), and NAEYC (National Association for the Education of Young Children).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Three Perrin PreK teachers lack official Texas teacher certification and have been hired as part of SISD District of Innovation. **Root Cause:** Regional shortage of early childhood teachers with Texas teacher certificate.

Perceptions

Perceptions Summary

In Perrin's 3 year history, great strides have been made to build a collaborative culture of educators and community partnerships. SISD Culture and Climate survey indicated an overwhelming number of staff members that love their job, with the reason stated "They believe they make a difference."

The Seesaw app is used for school to parent/family communication. Teachers not only post information and pictures of learning activities, and many teachers are now using the student journals as an electronic portfolio. Weekly Announcements videos are posted by campus administrator. Perrin Early Childhood Facebook page is also used for telling our Perrin story through photographs and videos.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

- Texas approved Prekindergarten and Kindergarten assessment data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

Goals





Revised/Approved: September 29, 2023

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 all teaching staff related to the school wide model expectations of instructional practices through high performing collaborative PLCs

Evaluation Data Sources: Reviews of PLC Notes kept in our Google Folder. All teaching staff has access to the notes for their own review.





Strategy 1 Details	Reviews			
Strategy 1: PLCs will meet 4 times per month, with at least 1 time per month focused on Partner Pairs, with teams of teachers sharing a conference period/PE time. PLCs are facilitated by Instructional Coach, Teachers Leaders, and Principal. Strategy's Expected Result/Impact: Student academic growth will continue to grow. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Make a Difference Training with all staff on September 9. Strategy's Expected Result/Impact: Increase instructional tool box of all staff to help them communicate with each other and parents across the generations, Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details		Reviews			
Strategy 3: Building Your Toolbox Training Professional Development on October 6. This training was created and lead by Perrin's Instructional Coach, Lead Head Start Teacher, and Head Start Educational Consultant. This training was developed as a result of observations of needs of our classroom teachers shared during PLCs and observed through classroom walk-throughs. Strategy's Expected Result/Impact: Teachers' growth of impactful successful teaching strategies including whole class, small group, and transitions will yield positive academic growth and decreased behavior challenges. Staff Responsible for Monitoring: Administrators and Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 2: Specialized staff development opportunities will be provided on behavior and social/emotional development.





Evaluation Data Sources: PBIS documentation, TTESS goal attainment, increase of students receiving recognition of character trait skills, and "Bucket-Filler" submissions.

Strategy 1 Details	Reviews			
Strategy 1: Throughout the Perrin Campus, in classrooms, hallways, and gym, posters with QR codes for PBIS Bucket-Fillers and Student Behavior Report Google Sheet are displayed for easy access for staff use. Strategy's Expected Result/Impact: Perrin will have an increase of positive behavior reports, as well as assist teachers in data collection on behavior challenges. Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Specialized professional development opportunities will be given to Perrin teachers and teacher assistants experiencing recurring challenges with their Tier 3 students. Book studies using Conscious Discipline, Managing Emotional Mayhem, and Prevent, Teach, and Reinforce books will be used with teaching staff, including teachers and teacher assistants. Strategy's Expected Result/Impact: Disruptions to classroom instruction will decrease. Staff will feel confident in their abilities to assist students effectively and positively with self-regulation skills. Staff Responsible for Monitoring: Administrators, School Counselor	Formative			Summative
	Dec	Mar	May	June
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Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 1: Perrin has a Legacy Leadership Team, made of of Principal, Assistant Principal, Counselor, Instructional Coach, and lead teachers from Special Education, PreK, and Head Start. The Legacy Leadership Team met in June to plan campus goals, events, and team-building activities to support our Perrin staff.





Evaluation Data Sources: Feedback from faculty attending retreat, feedback on school culture survey, Perrin survey on glows and grows given quarterly.

Strategy 1 Details	Reviews			
Strategy 1: Perrin staff will participate in quarterly Glows and Grows survey. Strategy's Expected Result/Impact: Feedback from staff will allow us to revise and adjust to create high capacity for collaboration and team-building. Staff Responsible for Monitoring: Administrator, Legacy Leadership Team	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Perrin faculty collaborates with University and Teacher Certification Programs, as well as benefits from an experienced PreK educator mentoring new DOI teachers. Strategy's Expected Result/Impact: All non-certified teachers will attain full teacher certification upon completion of their alternative certification program. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	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: Principal, Instructional Coach, and Lead Teachers will attend Early Childhood Leadership Events to continue leadership growth, and collaboration capacity across all campus classrooms.

Evaluation Data Sources: Reflections and implementation of ideas and strategies gained for attending TAASPYC, TXAEYC, Texas Autism Conference.

Strategy 1 Details	Reviews			
Strategy 1: Following attendance at early childhood conferences, Legacy Leadership Team will meet to share, review and reflection information gained. This will guide implementation of new successful practices and procedures, as well as guide future professional development opportunities as well as to implement as many new practices. Strategy's Expected Result/Impact: Increased TTESS Dimension scores by impacted teachers, increased academic and social-emotional gains by students. Staff Responsible for Monitoring: Administrators, Instructional Coach ESF Levers: Lever 1: Strong School Leadership and Planning, 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: Teachers will use Frog Street Press Curriculum, 2022 PreK Guidelines, SISD 4-Year-Old Scope and Sequence, SISD 3-Year-Old Scope, STAR Daily Lesson Plans to prepare engaging, aligned learning activities for all early childhood students. SLC classrooms will use STAR Program for individualized and small group lesson planning as well as Beginning, Middle, and End of Year Assessments.

Evaluation Data Sources: Lesson plan reviews, classroom walkthrough data, universal assessment results, student report cards

Strategy 1 Details	Reviews			
Strategy 1: Administrators and Instruction Coach will work with classroom teachers, review lesson plans, and data sources to make sure research-based, aligned instruction will take place in all classrooms. Strategy's Expected Result/Impact: Student academic and social/emotional growth. Staff Responsible for Monitoring: Administrators, Instructional Coach	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></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 2: The 2023-2024 CLI Engage Data will show overall growth from the beginning to the end of the year.

Evaluation Data Sources: Waves 1, 2, and 3 data on student learning achievement

Strategy 1 Details	Reviews			
Strategy 1: CLI Data will be reviewed during PLC meetings and a data wall of student information will be displayed. Intervention Groups will be created based on CLI testing data. Strategy's Expected Result/Impact: Student academic growth measured by CLI will increase by Wave 3 to 75% across all subtests.	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 4: Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels.

Performance Objective 1: Beginning in 2023-2024 school year, Perrin has a full-time Instructional Coach/Digital Learning Tech Specialist, so all classroom teachers have regular access to technology support. Two goals for this our new Digital Learning for our campus are 1. Teachers to feel comfortable using existing technology in the classroom for students, and 2. Students will use technology to produce and demonstrate learning.

Evaluation Data Sources: Classrooms walkthroughs, PLC discussions (notes), Seesaw activities

Strategy 1 Details		Reviews			
Strategy 1: Digital Learning Tech Specialist will be able to respond to daily requests for assistance with technology "glitches", but also will respond to a survey given to classroom teachers on selected strategies for individual teacher technology growth. Strategy's Expected Result/Impact: Successful attainment of Digital Learning Tech Specialist's two goals: 1. Teachers to feel comfortable using existing technology in the classroom for students, and 2. Students will use technology to produce and demonstrate learning. Staff Responsible for Monitoring: Administrators, Instructional Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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 1: Perrin Students and their families will be supported through Family Engagement activities and Teacher Professional Development activities

Evaluation Data Sources: data collected from family engagement events, classroom walk-throughs

Strategy 1 Details	Reviews			
Strategy 1: Open House will feature opportunities for families to meet and interact with their student's classmates and observe "All About Me" posters created at home by families together. Strategy's Expected Result/Impact: Increase attendance, increased positive student engagements Staff Responsible for Monitoring: Administrators, teachers	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

Performance Objective 2: Our Bilingual Head Start classroom will use implement Estrellita Program to support early literacy development for our early childhood Spanish Bilingual students.

Evaluation Data Sources: CLI Assessments, informal assessment data, student report cards

Strategy 1 Details	Reviews			
Strategy 1: Bilingual Teacher will work collaboratively with Instructional Coach, Head Start Bilingual Educational Consultant to implement Estrellita as well as new Frog Street Press for Threes. Strategy's Expected Result/Impact: Academic growth measured by CLI and other assessments will show accelerated growth for bilingual students. Staff Responsible for Monitoring: Principal, Instructional Coach, Head Start Bilingual Educational Consultant, Bilingual Teacher	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

Performance Objective 3: Perrin's Adapted PE class will target specific skills for SLC classroom students to grow individually as well as work together in groups.

Evaluation Data Sources: IEP goal growth, walk-through data

Strategy 1 Details	Reviews			
Strategy 1: Special Education Teachers will share student IEP goals for physical development and collaborate with PE teacher to develop smaller groups and assign teacher assistants for support. Strategy's Expected Result/Impact: Attainment of individual IEP goals. Staff Responsible for Monitoring: Special Education teachers, administrator ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

Performance Objective 4: Perrin will participate in piloting the program Little Sponges, to accelerate academic growth for our students with Limited English Proficiency.

Evaluation Data Sources: CLI Scores, information observation

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

Performance Objective 1: Perrin will embrace the SISD Character Education Program, The Bearcat Way, by having student ambassadors, and individual classroom activities to enhance character education growth.

Evaluation Data Sources: Monthly Student Ambassador nominations, Bucket-Filler student nominations

Strategy 1 Details	Reviews			
Strategy 1: Student Ambassadors will be selected from teacher nominations with administrator and counselor input. Strategy's Expected Result/Impact: Increase learning opportunities for students to learn about additional district-wide character traits not necessarily in place with early childhood scope and sequence/curriculum. Staff Responsible for Monitoring: teachers, counselor, administrator	Formative			Summative
	Dec	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 2: The Counselor will have small groups with children who are struggling with behavior .

Evaluation Data Sources: Counselor schedule review, teacher survey

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

Performance Objective 3: The 2023-2024 Discipline Data will reflect diminished disruptive behaviors in classrooms from beginning of the year to end of year.

Evaluation Data Sources: Google Document of Behavior Reports by teachers, data collected by administrators on family phone calls and conferences, data collected through consultations with SISD Behavior Specialists

Strategy 1 Details	Reviews			
Strategy 1: Teachers will make suggestions based on data collection and family input gathered from conferences and phone calls to our shared school counselor to support struggling students. Strategy's Expected Result/Impact: Increase of student ability for positive interactions and gains in self-regulation skills. Staff Responsible for Monitoring: teachers, counselor, administrators 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 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 4: Focus on having diversity in literature and learning activities available for classroom, library, and home environment

Evaluation Data Sources: surveys, purchasing reviews

Strategy 1 Details	Reviews			
Strategy 1: Outdoor Classroom activities connected to Frog Street Press Curriculum will be developed and implemented to demonstrate student learning outside the classroom. Strategy's Expected Result/Impact: Increased academic growth and social-emotional self-regulation skill growth. Staff Responsible for Monitoring: teachers, administrators	Formative			Summative
	Dec	Mar	May	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				





Goal 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: Students and parents will have the opportunity to participate in Family Engagement Activities throughout the year.

Evaluation Data Sources: Parent sign-in sheets from events, teacher documentation of interactions, surveys

Strategy 1 Details	Reviews			
Strategy 1: Family Engagement Events planned for the 2023-2024 school year :Literacy for Littles, "I Spy" Open House Activity, Fall Festival, Facebook Live Bingo, Winter Holiday and Story Night, A Night at the Art Museum, ABC Bootcamp Parade, A Love for Reading Challenge, Family Game Night, Family Preschool P.R.O.M.M. Strategy's Expected Result/Impact: Family attendance will increase and student academic, behavioral, and attendance will also increase. Staff Responsible for Monitoring: Principal and event leads	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Read 2 Win Program and Perrin Library activities will enhance literacy opportunities for students and families. Weekly, Read 2 Win staff read to all Perrin Classrooms. Once per month, students may select a book to keep. Perrin hosted their first Scholastic Book Fair during Open House. Strategy's Expected Result/Impact: Families and students will have increased access to books and other literacy materials. Staff Responsible for Monitoring: Administrator, Teachers, Library Associate ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Head Start Families have an opportunity for monthly parent meetings or activities to develop parenting skills. Strategy's Expected Result/Impact: Student growth in academic and social-emotional learning, parent confidence gained through working with others and skill development. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Nancy Jung	Principal
Administrator	Marla Hooker	Assistant Principal
Non-classroom Professional	Tracy Lucas	Counselor
Community Representative	Jean Jones	Retired SISD Teacher
Community Representative	Amy LaMondue	SISD Teacher
Parent	Charles Herndan	SISD Substitute
Classroom Teacher	Malina Aleman	PE Teacher
Non-classroom Professional	Linnea Williams	Instructional Coach
Classroom Teacher	Alyssa Woody	Head Start Team Leader
Community Representative	Virgie Holbrook	Pastor
Parent	Gaby Orozco	Receptionist
Classroom Teacher	Kisha Christman	PreK Team Leader
Classroom Teacher	Jessica Connot	SPED Team Leader
District-level Professional	Kelly Flowers	Director of Bilingual Education and Languages