

District Response

Campus Specific Response

R10 emphasis or clarity

District Information	(section completed by the DCSI preferably)
District Name	Sherman ISD
Name of the person completing this form	Kelly Flowers
Email of responder	kflowers@shermanisd.net
Role of the responder	DCSI
Name of Campus requiring a Turnaround Plan	Parker Elementary (Formerly Wakefield Elementary)

Needs Assessment	Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings. <i>ESF Diagnostics from July 1, 2022 to present are valid.</i>	IF Locally Conducted Needs Assessment- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
	ESF Diagnostic and Local Classroom Review Or Locally Conducted Needs Assessment	<u>Yes</u> or No

Stakeholder Engagement	I assure that the district provided notice to parents, the community,	I assure that the board conducted a hearing regarding the plans for	Be prepared to upload written comments received from	Board approval date October 20, 2025
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	and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan(s).	each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each turnaround plan, and the board posted the plan(s) on the district website prior to the hearing.	stakeholders (can be hand written or typed-like responses from a Google form).	
	<u>Yes</u> or No	<u>Yes</u> or No		

Student Outcome Goals	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR	Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of
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	Performance rate for the 2025-2026 school year.	rate for the 2025-2026 school year.	Domain III.			Domain III.
To get to 70 in Domain 1, we need to add 15% to approaches, 5% to meets, and 3% to masters	43	31	25	25	100	25

School Improvement Strategy	Please select the strategy or strategies you will implement for this campus. Options: –Accelerating Campus Excellence (ACE) Model –Closure/reassign –Improve Graduation Rate –Intensive Curriculum & Instruction Improvements –School Model Change (excluding ACE) –Turnaround Partnership (SB)	Which, if any, grants has your school system been awarded to support this strategy? Options: –Strong Foundations Implementation –SFI PLC Support –Instructional Leadership Pathways –School Action Fund Planning (Restart) –School Action Fund Implementation (Restart)	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy? Options: –LIFT –LIFT PLC Support –School Improvement Curriculum and Instruction Support Grant –School Action Fund Planning (Restart) –School Action Fund	Please name any organizations you are working with to build capacity and support strategy implementation .	What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy? <i>Recommended: At least 50% of their role should be dedicated to the implementation of the strategy on the</i>	Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).
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	1882) <i>Question to consider: Will the school improvement strategy selected reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction?</i>	–School Action Fund Planning (Reassign) –School Action Fund Implementation (Reassign) –School Action Fund Planning (Redesign) –School Action Fund Implementation (Redesign) –School Action Fund Planning (Create New) –School Action Fund Implementation (Create New) –Effective Schools Framework Focused Support Grant 24-26 –Our school system has not been awarded a grant to support this strategy –Other (must enter grant into text box)	Implementation (Restart) –School Action Fund Planning (Reassign) –School Action Fund Implementation (Reassign) –School Action Fund Planning (Redesign) –School Action Fund Implementation (Redesign) –School Action Fund Planning (Create New) –School Action Fund Implementation (Create New) –Effective Schools Framework Focused Support Grant 24-26 –Our school system has not been awarded a grant to support this strategy –Other (must enter grant into text box)		<i>campus (cannot be current principal or AP, unless role was added specifically to support SI).</i>	
				Region 10 ESC Texas		

				Instructional Leadership (Year 2)		
					ONLY COMPLETE IF there is no organization listed in column 3 of this section	ONLY COMPLETE IF the organization named in column 3 of this section is not an ESC or on the state approved provider list . COMPLETE IF district/campus staff is carrying out the strategy

Curriculum and Instruction	Please select the adopted curriculum.	Is this the curriculum that will be implemented for the duration of the plan?	How many instructional minutes per week are required/recommended for implementation of this curriculum?	How many instructional minutes per week are in the master schedule for curriculum delivery, and does this amount of minutes meet the required/recom	How many instructional days are included in the 2025-2026 calendar? If there are fewer than 165 instructional days in the 2025-2026 calendar , what steps will the	Please describe the assessment plan for the impacted campus(es).
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				mended number of minutes?	district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	
	STEMscopes Texas Math Texas myView Literacy (Grades 3-5) Magnetic Ready (K-2)	<u>Yes</u> or No If no- What new curriculum will be adopted? STEMscopes Texas Math When will the district adopt the new curriculum?	STEMscopes Texas Math recommends 450 instructional minutes per week for curriculum implementation. Texas myView Literacy recommends 450 instructional minutes per week for curriculum implementation.	There are 450 instructional minutes per week in the master schedule for curriculum delivery of STEMscopes Texas Math. This meets the recommended number of instructional minutes. There are 450 instructional minutes per week in the master schedule for curriculum delivery of Texas myView Literacy. This meets the recommended number of	There are 170 instructional days in the 2025-2026 calendar.	District created assessments based on the Units in Texas myView literacy and Scopes for STEMscopes math as well as common formative assessments created through grade level PLCs are used to drive instructional decision making. Data Driven Instruction (DDI) practices including the creation of an exemplar with success criteria, student work analysis protocol (SWAP)

				instructional minutes.		and the use of Know/Show charts for TEK analysis are evidenced in weekly PLC agendas.
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Curriculum and Instruction, Continued	Will the campus implement a PLC structure?	How will PLCs be organized (by grade level, content area, etc.)?	How frequently will PLCs occur? <i>Recommended: Weekly at a minimum</i>	Who will facilitate PLCs? <i>Lists the roles</i>	Who is required to attend PLCs? <i>Lists the roles</i>	Please describe the PLC protocol to be used. <i>Recommended: The PLC protocol should include time for lesson internalization and student work analysis.</i>
	<u>Yes</u> or No	By Grade Level	Once weekly	The PLC will be facilitated by the grade level team leader.	All teachers in a given grade level and at least one campus administrator, two when possible.	PLC required pre-work includes unit planning with know/show charts, lesson internalization and identification of success criteria. Extended planning opportunities are provided

						after school to complete this with guided support from campus administrators, district instructional coaches and curriculum coordinator. PLC protocol is structured around the 4 critical questions of a PLC and includes embedded elements of (Data Driven Instruction) DDI and LAFA (Lesson Alignment and Formative Assessment) including a review of Know/Show charts and success criteria, use of the student work analysis protocol (SWAP) and planned
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						reteach in response to the data.

Capacity Building	Campus principal name	Years of experience as a campus principal	Campus principal turnaround experience	Principal Manager name	Years of experience as a principal manager	Principal manager turnaround experience
	Ashley Woods	1	No	Kelly Flowers	3	3

Capacity Building, Continued	% of teachers on the campus who: -have more than 2 years experience -are certified -are TIA designated teachers 3 separate percentages % / % / %	Please describe your planned training/PD sessions (and who delivers and attends) for: –Principal manager –Principal –Other campus admin (assistant principals, instructional coaches) –Teachers	How will you differentiate training for inexperienced (uncertified, less than 2 years in role) and/or ineffective teachers/ leaders ?	What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool? <i>Suggested look fors: aligned to RBIS, curriculum implementation requirements</i>	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback? <i>Goal: Observation and feedback at least once/2 weeks.</i>	What capacity building supports related to supporting students in special populations will teachers and administrators receive?
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	66%/55%/4%	Principal, Assistant Principal, District Instructional Coach, Elementary Curriculum Coordinator and Principal Manager attended TIL training on July 24, 2025, September 3-4, 2025. They will also attend a TIL practice lab on November 3, 2025. The Principal and Assistant Principal provided training on DDI and LAFA in September 2025 and embedded the structures into the PLC beginning in October 2025. Extended planning each month for 3 hours after	In addition to all district and campus based professional development, each teacher with less than 2 years of experience including non-certified teachers has an assigned mentor teacher that meets with them two times per month at minimum to provide direct, individualized support. Ineffective teachers are provided with instructional coaching support from district instructional coaches.	We will use the Texas Strategic Leadership (TSL) look fors including evidence of research based instructional practices (RBIS) and their effective use, adherence to the instructional framework, use of district adopted high quality instructional materials (HQIM), rigorous curriculum and activities and lesson alignment to the pacing of the scope and sequence.	Each teacher will receive at least one round of observation and feedback from an IC, the principal, the assistant principal, or principal manager every 2 weeks.	Our special education director, director of federal programs and director of bilingual education will also participate in Texas Strategic Leadership (TSL) walks and use that information to develop a plan to address identified deficits through additional training and coaching.
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		school allowed for further job-embedded PD as teachers develop their capacity to use DDI and LAFA structures.				
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Milestones	Please share the key milestones for this strategy for 2025-2026 School Year:	Please share the key milestones for this strategy for 2026-2027 School Year:	Please share the key milestones for this strategy for 2027-2028 School Year:
	Planning: May-October 2025 Establish a Campus Leadership Team with clear roles & responsibilities aligned to instructional leadership, operations, and school culture needs and goals. • 65% of the instructional leadership team calendar is focused on instructional tasks November 2025-February 2026 Each member of the Campus	Planning: May-October 2026 Reinforce Campus Leadership Team by reviewing and refining clear roles & responsibilities aligned to instructional leadership, operations, and school culture needs and goals. • 75% of the instructional leadership team calendar is focused on instructional tasks November 2026-February 2027 Each member of the Campus	Planning: May-October 2027 Reinforce Campus Leadership Team by reviewing and refining clear roles & responsibilities aligned to instructional leadership, operations, and school culture needs and goals. • 85% of the instructional leadership team calendar is focused on instructional tasks November 2027-February 2028 Each member of the Campus

	Leadership Team (CLT) conducts and tracks at minimum 5 classroom observations weekly. • The Campus Leadership Team (CLT) regularly meets monthly to adjust teacher tiers based on observation and feedback cycles and has recorded actionable next steps for all involved (leadership team and teachers). Capacity Building: May-October 2025 Professional development occurs for the campus leadership team and teachers: • Schoolwide Culture Routines • Materials Internalization and Alignment	Leadership Team (CLT) conducts and tracks at minimum 7 classroom observations weekly. • The Campus Leadership Team (CLT) regularly meets monthly to adjust teacher tiers based on observation and feedback cycles and has recorded actionable next steps for all involved (leadership team and teachers). Capacity Building: May-October 2026 Professional development occurs for the campus leadership team and teachers: • Schoolwide Culture Routines • Materials Internalization and Alignment • HQIM training for adopted curriculum	Leadership Team (CLT) conducts and tracks at minimum 10 classroom observations weekly. • The Campus Leadership Team (CLT) regularly meets monthly to adjust teacher tiers based on observation and feedback cycles and has recorded actionable next steps for all involved (leadership team and teachers). Capacity Building: May-October 2027 Professional development occurs for the campus leadership team and teachers: • Schoolwide Culture Routines • Materials Internalization and Alignment • HQIM training for adopted curriculum
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	• STEMscopes Math Texas Curriculum Onboarding • Researched-based Instructional Strategies training for teachers and instructional leaders November 2025-May 2026 Professional development occurs for the campus leadership team and teachers: • Observation and Feedback, DDI & LAFA • STEM Scopes Math Texas Implementation: May-October 2025 Implementation support for instructional leaders: • At minimum, two 1-on-1 coaching sessions with Region 10 TIL occur that include the principal and	materials including STEMscopes Math Texas • Researched-based Instructional Strategies training for teachers and instructional leaders November 2026-May 2027 Professional development occurs for the campus leadership team and teachers: • Observation and Feedback, DDI & LAFA • STEM Scopes Math Texas Implementation: May 2026-May 2027 Implementation support for instructional leaders: • At minimum, twice monthly coaching sessions with principal and principal manager including a review of the	materials including STEMscopes Math Texas • Researched-based Instructional Strategies training for teachers and instructional leaders November 2027-May 2028 Professional development occurs for the campus leadership team and teachers: • Observation and Feedback, DDI & LAFA • STEM Scopes Math Texas • New RLA Adoption (HQIM) Implementation: May 2027-May 2028 Implementation support for instructional leaders: • At minimum, twice monthly coaching sessions with principal and principal manager including a
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	principal manager • At minimum, two implementation support visits occur with Region 10 TIL that include the principal and principal manager November 2025-February 2026 Implementation support for instructional leaders: • At minimum, one 1-on-1 coaching sessions with Region 10 TIL occur that include the principal and principal manager • At minimum, one implementation support visits occur with Region 10 TIL that include the principal and principal manager	data driven instruction artifact dashboard, student work analysis progress tracker and observation feedback logs. Ongoing Support/Coaching: May 2026-May 2027 Bi-weekly TIL check-ins with the principal and the principal manager including a review of the data driven instruction artifact dashboard, student work analysis progress tracker and observation feedback logs. Student Assessment: May 2026-May 2027 District created unit based assessments for RLA, and scope based for math will be given to all students. Grade level, content specific common formative assessments will be created and analyzed during the PLC using DDI	review of the data driven instruction artifact dashboard, student work analysis progress tracker and observation feedback logs. Ongoing Support/Coaching: May 2027-May 2028 Bi-weekly TIL check-ins with the principal and the principal manager including a review of the data driven instruction artifact dashboard, student work analysis progress tracker and observation feedback logs. Student Assessment: May 2027-May 2028 District created unit based assessments for RLA, and scope based for math will be given to all students. Grade level, content specific common formative assessments will be created and
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	Ongoing Support/Coaching: May 2025-May 2026 Bi-weekly TIL check-ins with the principal and the principal manager including a review of the data driven instruction artifact dashboard, student work analysis progress tracker and observation feedback logs. Student Assessment: May 2025-May 2026 District created unit based assessments for RLA, and scope based for math will be given to all students. Grade level, content specific common formative assessments will be created and analyzed during the PLC using DDI processes such as the creation of an exemplar, identification of success criteria, student work analysis protocol, lesson annotation and reteach planning. STAAR Interim assessments for RLA and Math will be given in November and STAAR Interim Science for 5th grade in January as	processes such as the creation of an exemplar, identification of success criteria, student work analysis protocol, lesson annotation and reteach planning. STAAR Interim assessments for RLA and Math will be given in November and STAAR Interim Science for 5th grade in January as well as MOY iReady reading and math testing in December and EOY in May will also be conducted and reviewed to gauge growth.	analyzed during the PLC using DDI processes such as the creation of an exemplar, identification of success criteria, student work analysis protocol, lesson annotation and reteach planning. STAAR Interim assessments for RLA and Math will be given in November and STAAR Interim Science for 5th grade in January as well as MOY iReady reading and math testing in December and EOY in May will also be conducted and reviewed to gauge growth.
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Performance Management	Please describe how district and campus leaders will monitor the successful implementation of this plan.	Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?	How will milestone progress data be shared with district leadership and other relevant stakeholders? <i>Recommended: Progress metrics shared with Superintendent and other key leaders at least once per semester.</i>
	DCSI will compile and summarize findings for review by the executive cabinet.	Superintendent, Assistant Superintendent, Executive Director of Human Resources, Chief Financial Officer and Director of Communications will meet with the DCSI to review milestone data.	Every 6 weeks	Milestone progress data for student assessment will be collected via district created unit assessments in Aware, STAAR interim results captured in Texas Assessment, and MOY iReady Reading and Math assessments. Artifacts such as PLC Agendas, DDI	Milestone progress data will be shared with district leadership during executive cabinet meetings.

				Dashboards, student work analysis progress tracker and observation feedback logs will also be provided for review.	
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<u>Resources</u>	Please share the required costs to implement the plan and source of funds. <i>List all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.)</i>	If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?
	There are no required costs to implement the plan.	

Additional Information	(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.