

Spring Branch Independent School District

Sherwood Elementary School

2025-2026



Mission Statement

SWE will pursue high levels of learning for all.

Vision

As a school community, we hope to develop students who are:

Lifelong Learners

Adaptive and Productive

Global Citizens

Academically Prepared

Core Values

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.'

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	8
Staff Recruitment and Retention	10
Family and Community Engagement	12
Goals	13
Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.	13
Goal 2: STUDENT SUPPORT. Sherwood Elementary School students will benefit from multi-tiered systems of support.	24
Goal 3: SAFE SCHOOLS. Sherwood Elementary School will ensure a safe and secure learning environment.	27
Goal 4: FISCAL RESPONSIBILITY. Sherwood Elementary School will ensure efficient and effective fiscal management of resources and operations.	30
Campus Funding Summary	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sherwood Elementary School serves students in grades PK-5 in the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease of 23 students from the 2022–2023 school year to the 2024–2025 school year.

Enrollment Trends:

2024-2025: Enrollment – 437

2023-2024: Enrollment – 442

2022-2023: Enrollment – 460

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Sherwood Elementary School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by White. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2024-2025 school year, 44.9% of the students were identified as Emergent Bilingual (EB); 59.5% At-Risk; 7.6% Immigrant; 19.0% of students were identified for special education services; and 9.2% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2024-2025: African American – 41 (9.4%)

2023-2024: African American – 39 (8.8%)

2022-2023: African American – 47 (10.2%)

2024-2025: American Indian-Alaskan Native – *

2023-2024: American Indian-Alaskan Native – 0 (0.0%)

2022-2023: American Indian-Alaskan Native – 0 (0.0%)

2024-2025: Asian – 15 (3.4%)

2023-2024: Asian – 17 (3.9%)

2022-2023: Asian – 17 (3.7%)

2024-2025: Hispanic – 304 (69.6%)

2023-2024: Hispanic – 304 (68.8%)

2022-2023: Hispanic – 308 (67.0%)

2024-2025: Native Hawaiian-Pacific Islander – 0 (0.0%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2024-2025: White – 66 (15.1%)
2023-2024: White – 71 (16.1%)
2022-2023: White – 77 (16.7%)

2024-2025: Two-or-more – 8 (1.8%)
2023-2024: Two-or-more – 11 (2.5%)
2022-2023: Two-or-more – 11 (2.4%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2024-2025: At-Risk – 260 (59.5%)
2023-2024: At-Risk – 271 (61.3%)
2022-2023: At-Risk – 287 (62.4%)

2024-2025: Economically Disadvantaged – 267 (61.1%)
2023-2024: Economically Disadvantaged – 306 (69.2%)
2022-2023: Economically Disadvantaged – 305 (66.3%)

2024-2025: Emergent Bilingual – 196 (44.9%)
2023-2024: Emergent Bilingual – 213 (48.2%)
2022-2023: Emergent Bilingual – 220 (47.8%)

2024-2025: Gifted and Talented – 40 (9.2%)
2023-2024: Gifted and Talented – 36 (8.1%)
2022-2023: Gifted and Talented – 40 (8.7%)

2024-2025: Homeless – *
2023-2024: Homeless – *
2022-2023: Homeless – 7 (1.5%)

2024-2025: Immigrant – 33 (7.6%)
2023-2024: Immigrant – 24 (5.4%)
2022-2023: Immigrant – 16 (3.5%)

2024-2025: Migrant – 0 (0.0%)
2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)

2024-2025: Special Education – 83 (19.0%)
2023-2024: Special Education – 82 (18.6%)
2022-2023: Special Education – 72 (15.7%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2022-2023: 94.6%

2021-2022: 93.9%

2020-2021: 95.4%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2022-2023: 13.9%

2021-2022: 18.3%

2020-2021: 15.1%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

- Diversity of the population to add to dual language
- Willingness for all parents to engage in volunteer activities
- Sherwood has a climate of acceptance for differences

Problem Statements Identifying Demographics Needs

Problem Statement 1: Sherwood has a diverse student population and brings challenges of meeting the needs of all students and the level of academic support need for success on district and state assessments.

Root Cause: Teachers lack training to meet the diverse needs of the students and how to effectively deliver excellent instruction to close the academic gaps.

Problem Statement 2: Sherwood Elementary students receiving special education have increased to 18.8%.

Root Cause: The root cause could be due to our campus strengthening the RTI/SSC process. We have been able to identify students earlier in their educational journey.

Student Achievement

Student Achievement Summary

Sherwood Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Finally, our district core value of "Every Child" is exemplified through campus student support priorities. This includes ensuring that all students have the academic and mental health supports needed to be successful no matter the learning environment (SPED, GT, EB, CTE, etc.).

Below is a summary of the STAAR Redesign Reading passing rates:

2024: 3rd Grade Reading - 66% Approaches; 26% Meets; 9% Masters

2023: 3rd Grade Reading - 73% Approaches; 49% Meets; 19% Masters

2024: 4th Grade Reading - 90% Approaches; 67% Meets; 33% Masters

2023: 4th Grade Reading - 72% Approaches; 49% Meets; 31% Masters

2024: 5th Grade Reading - 83% Approaches; 55% Meets; 35% Masters

2023: 5th Grade Reading - 74% Approaches; 52% Meets; 21% Masters

2024: SPED All Grades Reading - 57% Approaches; 23% Meets; 7% Masters

2023: SPED All Grades Reading - 34% Approaches; 12% Meets; 2% Masters

2024: EB All Grades Reading - 78% Approaches; 48% Meets; 23% Masters

2023: EB All Grades Reading - 71% Approaches; 42% Meets; 19% Masters

Source: 2023-2024 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rates:

2024: 3rd Grade Mathematics - 46% Approaches; 14% Meets; 4% Masters

2023: 3rd Grade Mathematics - 70% Approaches; 32% Meets; 7% Masters

2024: 4th Grade Mathematics - 53% Approaches; 32% Meets; 15% Masters

2023: 4th Grade Mathematics - 61% Approaches; 33% Meets; 14% Masters

2024: 5th Grade Mathematics - 71% Approaches; 38% Meets; 9% Masters

2023: 5th Grade Mathematics - 57% Approaches; 35% Meets; 12% Masters

2024: SPED All Grades Mathematics - 27% Approaches; 9% Meets; 2% Masters

2023: SPED All Grades Mathematics - 46% Approaches; 12% Meets; 0% Masters

2024: EB All Grades Mathematics - 51% Approaches; 22% Meets; 7% Masters
2023: EB All Grades Mathematics - 56% Approaches; 26% Meets; 7% Masters
Source: 2023-2024 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

- Reading program
- Dual language program
- Supports for instruction through the interventionists

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Sherwood has a "Two-Way" dual language program. The program has had difficulties in successful implementation of success in truly creating biliteracy for our students and success on student achievement.

Root Cause: There have been too many changes and dilution of the program for various reasons. The changes in the content instruction and methods of language delivery continue to show lower scores on assessments.

Problem Statement 2: Sherwood Elementary students receiving special education have increased to over 19%. In addition, Sherwood Elementary has two Behavior Units which have been a challenge to support. Root Cause

Root Cause: The root cause could be due to our campus strengthening the RTI/SSC process. We have been able to identify students earlier in their educational journey. Lack of consistency in Behavior Units has created and Teacher turnover in the Behavior units and challenges with extreme behaviors affects focus and support.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at **Sherwood Elementary School** to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2024-2025: Beginning – 3.0 FTE (9.1%)

2023-2024: Beginning – 4.8 FTE (15.6%)

2022-2023: Beginning – 3.0 FTE (9.6%)

2024-2025: 1-5 Years – 12.0 FTE (36.5%)

2023-2024: 1-5 Years – 12.1 FTE (39.3%)

2022-2023: 1-5 Years – 9.5 FTE (30.3%)

2024-2025: 6-10 Years – 8.6 FTE (26.1%)

2023-2024: 6-10 Years – 4.9 FTE (15.9%)

2022-2023: 6-10 Years – 7.0 FTE (22.3%)

2024-2025: 11-20 Years – 7.2 FTE (21.9%)

2023-2024: 11-20 Years – 6.0 FTE (19.5%)

2022-2023: 11-20 Years – 6.9 FTE (22.0%)

2024-2025: Over 20 Years – 0.0 FTE (0.0%)

2023-2024: Over 20 Years – 3.0 FTE (9.7%)

2022-2023: Over 20 Years – 5.0 FTE (15.9%)

2024-2025: Total – 32.9 FTE (100%)

2023-2024: Total – 30.8 FTE (100%)

2022-2023: Total – 31.4 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- Team interviews
- Campus focus on academics and instruction
- Supports provided to all staff members through instructional specialists

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: There has been consistent turnover in staff the last 3 years. This causes lack of consistency and excellence in instruction planning and delivery.

Root Cause: Staff frustration in support and curriculum changes and expectations.

Problem Statement 2: The majority of the teachers at SWE have less experience with 1-5 years. (39%)

Root Cause: Several teachers have moved out of the Houston area or changed professions.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Sherwood Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Sherwood Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 12,000+ volunteers. **Sherwood Elementary School** works with the Community Engagement team to recognize our campus needs, celebrate community engagement strengths, and identify partnership opportunities. We welcome and value partners and volunteers who serve on our campus to support the successes of our students, staff and families.

Family and Community Engagement Strengths

- Diversity of all families
- Willingness to volunteer and be involved at the campus
- Parents are willing to support the students through programs and special events

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Sherwood families express an interest in a welcoming committee for new to SWE families and more information about how Sherwood operates.

Root Cause: Lack of effective communication between parents and campus.

Problem Statement 2: Sherwood families have expressed frustration with organization and communication of events and school events.

Root Cause: Campus and parents syncing calendars and communication on dates and events being clear and concise.

Goals

Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2026, Sherwood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 5 percentage points in approaches, 5 percentage points in meets, and 5 percentage points in masters.

2024-25: Reading: 74% (approaches), 52% (meets), 26% (masters); Math: 58% (approaches), 33% (meets), 13% (masters)

2023-24: Reading: 80% (approaches), 50% (meets), 26% (masters); Math: 58% (approaches), 30% (meets), 10% (masters)

2022-23: Reading: 73% (approaches), 50% (meets), 24% (masters); Math: 63% (approaches), 33% (meets), 11% (masters) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 1

Strategy 1 Details

Strategy 1: SWE will participate in the practice of entering data on trackers and in student goal setting. An RTI database will be needed to track support and progress. The CAIS staff will be coordinating this effort and ensuring every child needing support is tracked and data inputted for next steps. Technology tools (printers & ink) will be needed to purchase in order to review and print data. Other supplies will be used for working with students in small groups and with the Interventionist. The Interventionist will work with groups of students identified through the RTI process of tracking students who need intervention. In addition, support our Dyslexia and Special Ed students.

Strategy's Expected Result/Impact: Increase in Reading & Math STAAR results

Reading Levels

PSA Results

Report Cards

Materials

Staff Responsible for Monitoring: Administrators

CAIS Staff

MCLS

Interventionist

Teachers

Title I:

2.51, 2.53

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 5: Effective Instruction

Funding Sources: Payroll payments - 211 - Title I, Part A - 211-6119 - \$80,851, supplies and materials - 211 - Title I, Part A - 211-6399 - \$972, Supplies and Materials - 199

PIC 23 - Special Education - 6399 - \$1,710

Strategy 2 Details

Strategy 2: Through the Professional Learning Communities, teacher will collaborate and analyze data which will inform instruction. Administrators, MCL's and Interventionist will assist in supporting teachers in their instructional practices by gathering materials, supplies and trainings. Teachers will need resources and supplies to work with their students on academic growth.

Strategy's Expected Result/Impact: STAAR

Reading/Math/Science Performance Levels

Report Cards

Progress Reports

Campus/District Assessments

Staff Responsible for Monitoring: Counselor

MCLs

Administrators

Interventionist

Title I:

2.53

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Funding Sources: Supplies and materials - 211 - Title I, Part A - 211-6399 - \$8,000, Substitutes - 211 - Title I, Part A - 6116 - \$4,500

Strategy 3 Details

Strategy 3: Provide technology training to teachers in the use of Canvas, School City and other software components that will provide instructional strategies for teachers to use in order to impact and achieve academic success for students.

Strategy's Expected Result/Impact: Higher achievement on district and campus assessments

Report Card

Progress Reports

T-TESS

STAAR

Staff Responsible for Monitoring: Administrators

CTR

Library Media Specialist

MCLS

CAIS

Title I:

2.52

- **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

Funding Sources: Technology software - 211 - Title I, Part A - 211-6397 - \$13,000

Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: STUDENT GROWTH: By June 2026, Sherwood Elementary School will increase the percentage of annual growth points earned by students demonstrating STAAR academic growth in reading language arts and math by 5 percentage points or \geq to 85%.

2024-25: 71 School Progress-Annual Growth RLA and Math Score

2023-24: 71 School Progress-Annual Growth RLA and Math Score

2022-23: 61 School Progress-Annual Growth RLA and Math Score (Baseline Year)

Evaluation Data Sources: State Accountability Report Domain 2 A (Annual Growth RLA and Math)

Strategy 1 Details

Strategy 1: Teachers will conduct conferences with students and parents regarding beginning of year assessment data. At mid-year and end of year teachers will meet with parents to discuss and review data to analyze student progress and growth.

Strategy's Expected Result/Impact: Collaboration with parents and students on student progress
Achievement growth

Staff Responsible for Monitoring: Teachers
Administrators
MCLs

Title I:
2.51

- **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: PLC-Instructional support /professional learning for teachers and professional staff including SBS staff, through the professional learning community. Including conferences and trainings Focus may include: Master Scheduling, TEKS alignment, data analysis of formative & summative assessments which inform instruction, and supporting teachers with content area instructional strategies. Improvement in instructional practices, which may require materials, training, supplies, tutorial and/or technology.

Strategy's Expected Result/Impact: Increased teacher knowledge of present levels of student performance and next steps for instruction.

Staff Responsible for Monitoring: Administrators

ILT

Counselor

MCLs

Dean of SBS

Title I:

2.51, 2.52, 2.53

- **TEA Priorities:**

Build a foundation of reading and math

Funding Sources: Other Payroll Payment - 211 - Title I, Part A - 211-6116- - \$1,000, Employee Travel - 199 PIC 99 - Undistributed - 6411 - \$1,350, Supplies and Materials - 199 PIC 99 - Undistributed - 6399 - \$6,400, Misc Operating Expenses - 199 PIC 99 - Undistributed - 6499 - \$4,300, Misc Contracted Expenses - 199 PIC 11 - Instructional Services - 6299-505 - \$2,545

Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: RELATIVE PERFORMANCE: By June 2026, Sherwood Elementary School will increase its relative performance scale score.

2024-25: 67 Scale Score

2023-24: 69 Scale Score

2022-23: 67 Scale Score

Evaluation Data Sources: Accountability Report Domain 2 B

Strategy 1 Details
<p>Strategy 1: Students in Grades 3-5 who are working below grade level in the areas of reading, math or science will receive after school tutorials in order to close gaps in learning. Instructional Software will also be used to help with students who need additional support to reach growth areas academically.</p> <p>Strategy's Expected Result/Impact: Increase STAAR achievement scores in Reading, Math and Science.</p> <p>Staff Responsible for Monitoring: Teachers MCLS Interventionist Administration</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Other Payroll Payments - 211 - Title I, Part A - 211-6116 - \$12,000, Misc Contracted Services-Sub - 211 - Title I, Part A - 211-6299.505 - \$4,000, Misc Operating Expenses - 211 - Title I, Part A - 211-6499 - \$2,902, Software and Technology - 199 PIC 11 - Instructional Services - 6397/6398 - \$7,900</p>

Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: CLOSING THE GAPS: By June 2026, Sherwood Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the closing the gaps domain by 3 component points.

2024-25: 16 of 32 Academic Achievement Points Met; 50.0% Component Points

2023-24: 12 of 32 Academic Achievement Points Met; 37.5% Component Points

2022-23: 12 of 32 Academic Achievement Points Met; 37.5% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

Strategy 1 Details

Strategy 1: EBs and Non-EBs will participate in speaking and writing activities throughout the content areas. To increase language learning, all teachers will be trained on the English Language Proficiency Standards (ELPS) and be expected to plan for both content and language objectives in their lesson plans. These objectives will be reviewed with the students at the beginning and end of the lesson. Strategies for speaking and oral language development will be included. Funding for reading materials (ELPS Flip Book) or substitutes for professional learning may be required. Learning experiences will be provided to help with expression and reflection for increase in language development.

Strategy's Expected Result/Impact: STAAR

TELPAS Domains: Listening, Speaking, Reading & Writing

Staff Responsible for Monitoring: Teachers

MCLs

Interventionist

Title I:

2.51, 2.52

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Funding Sources: Student Travel - 211 - Title I, Part A - 211-6412 - \$8,000, Student Transportation - 211 - Title I, Part A - 211-6494 - \$1,000, Supplies and materials - 199

PIC 25 - ESL/Bilingual - 6399 - \$4,890, Transportation - 199 PIC 11 - Instructional Services - 6494 - \$1,100

Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2026, the rate of Emergent Bilingual students increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2024-25: TELPAS Progress Rate 54%

2023-24: TELPAS Progress Rate 63%

2022-23: TELPAS Progress Rate 52% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

Strategy 1 Details

Strategy 1: Two-way dual language teachers will participate in dual language effective strategies trainings. A three-step approach will be used: 1) professional development 2) model/planning (clinical) and 3) teacher implementation with coaching & feedback. Funds for professional development, materials to support implementation, including professional books, supplies and materials to create lesson activities, and substitutes. In addition, to support at-risk students who struggle with academics.

Strategy's Expected Result/Impact: Building teacher capacity
Increased Spanish & English Language Proficiency (TELPAS) in listening, speaking, reading and writing
5th grade student achievement in Spanish Language Proficiency will increase

Staff Responsible for Monitoring: MCL's
Teachers
Interventionist

Title I:
2.51, 2.53

- **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Lever 5: Effective Instruction

Funding Sources: Supplies and Materials - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$6,567

Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: EARLY LITERACY: By June 2026, Sherwood Elementary School will increase the percentage of K-2 students on track to read at grade level from BOY to EOY.

Evaluation Data Sources: Kindergarten: Circle Kindergarten Progress Monitoring (KPM) BOY to EOY (Baseline Year)
Grades 1 and 2: Amira Reading Mastery (ARM) BOY to EOY (Baseline Year)

Strategy 1 Details
<p>Strategy 1: An early numeracy math plan will be created. Early numeracy math materials will be utilized in the classroom to reinforce math strategies. Math progress monitoring will be conducted three times per year, along with status of the class updates. Data talks will occur after math data entries have occurred. Instructional plans for small group instruction will be created. Professional development and classroom materials may be needed to reinforce the strategies in the plan.</p> <p>Strategy's Expected Result/Impact: Increased math performance levels on math progress monitoring</p> <p>Staff Responsible for Monitoring: Administrators MCLs Interventionists Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Materials and supplies - 211 - Title I, Part A - 211-6399 - \$8,112, Supplies and Materials - 199 PIC 36 - Early Education - 6399 - \$220</p>

Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 7: EARLY NUMERACY: By June 2026, Sherwood Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 5 percentage points or $\geq 80\%$.

Evaluation Data Sources: End of Year (EOY) K-2 Math Progress Monitoring

Strategy 1 Details
<p>Strategy 1: An early numeracy math plan will be created. Early numeracy math materials will be utilized in the classroom to reinforce math strategies. Math progress monitoring will be conducted three times per year, along with status of the class updates. Data talks will occur after math data entries have occurred. Instructional plans for small group instruction will be created. Professional development and classroom materials may be needed to reinforce the strategies in the plan.</p> <p>Strategy's Expected Result/Impact: Increased math performance levels on math progress monitoring</p> <p>Staff Responsible for Monitoring: Counselor Interventionist Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies and Material - 199 PIC 11 - Instructional Services - 6399 - \$4,574</p>

Goal 1: STUDENT ACHIEVEMENT. Sherwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 8: ADVANCED COURSES: By June 2026, Sherwood Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Our GT coordinators (counselor & interventionist) will analyze multiple measures of data in order to provide extension activities for students who are high achievers and/or gifted. Supplies, materials and books for students may be needed.</p> <p>Strategy's Expected Result/Impact: Increased # of students prepared for 6th grade advanced coursework in reading and math.</p> <p>Staff Responsible for Monitoring: Counselor MCL's Interventionist</p>

Goal 2: STUDENT SUPPORT. Sherwood Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2026, Sherwood Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details
<p>Strategy 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2025, Sherwood Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child. Work with parents to assist with trainings and activities to support their students.</p> <p>Strategy's Expected Result/Impact: Increase in the amount of using appropriate social skills Parent Engagement activities and trainings</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p> <p>Funding Sources: Supplies and Materials - 211 - Title I, Part A - 211-6399 - \$1,463, Misc Contracted Expenses - 211 - Title I, Part A - 211-6499 - \$500</p>

Goal 2: STUDENT SUPPORT. Sherwood Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2026, Sherwood Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Teachers will implement an intervention time within the school day in order to intervene for students struggling in the areas of reading and math. Interventionist will pull-out/push in to support students. After school tutoring will be held for students struggling to master grade level concepts. Snacks for tutoring will be required.

Strategy's Expected Result/Impact: Increased STAAR scores

Increased Reading Levels

Increased PSA scores

Staff Responsible for Monitoring: CAIS

MCLs

Interventionist

Administrators

Title I:

2.51

Goal 2: STUDENT SUPPORT. Sherwood Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 3: STUDENT ATTENDANCE: By June 2026, student attendance at Sherwood Elementary School will increase or will be \geq 98%.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: STUDENT ATTENDANCE: By June 2025, student attendance at Sherwood Elementary School will increase or will be 98%. Evaluation Data Sources: Skyward data and Texas Academic Performance Report</p> <p>Strategy's Expected Result/Impact: Increased attendance and participation in school and learning.</p> <p>Staff Responsible for Monitoring: ADA/Registrar Administrators</p> <p>Title I: 2.53</p>

Goal 3: SAFE SCHOOLS. Sherwood Elementary School will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details

Strategy 1: Teachers and staff will implement the school wide discipline plan in order to maintain a safe and organized campus culture. Positive reinforcement activities for students will be included. Grade level teams will communicate their team discipline rewards/consequences plan with involved stakeholders. Funds may be needed for rewarding positive student choices.

Strategy's Expected Result/Impact: Positive behavior choices on campus

Staff Responsible for Monitoring: Teachers
Administrators

Title I:
2.51

Goal 3: SAFE SCHOOLS. Sherwood Elementary School will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details
<p>Strategy 1: Establish Campus Safety Committee composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Refined safety practices Staff Responsible for Monitoring: Campus Safety Officer</p>
Strategy 2 Details
<p>Strategy 2: Participate in campus safety audit. Strategy's Expected Result/Impact: Refined safety practices Staff Responsible for Monitoring: Campus Safety Officer</p>

Goal 3: SAFE SCHOOLS. Sherwood Elementary School will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details
<p>Strategy 1: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Submitted campus EOP in September.</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</p>
Strategy 2 Details
<p>Strategy 2: Update campus EOPs annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained.</p> <p>Staff Responsible for Monitoring: Campus Safety Officer</p>

Goal 4: FISCAL RESPONSIBILITY. Sherwood Elementary School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage budgets.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Misc Contracted Expenses	6299-505	\$2,545.00
1	3	1	Software and Technology	6397/6398	\$7,900.00
1	4	1	Transportation	6494	\$1,100.00
1	7	1	Supplies and Material	6399	\$4,574.00
Sub-Total					\$16,119.00
Budgeted Fund Source Amount					\$16,119.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	6399	\$1,710.00
Sub-Total					\$1,710.00
Budgeted Fund Source Amount					\$1,710.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Supplies and materials	6399	\$4,890.00
Sub-Total					\$4,890.00
Budgeted Fund Source Amount					\$4,890.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Supplies and Materials	6399	\$6,567.00
Sub-Total					\$6,567.00
Budgeted Fund Source Amount					\$6,567.00
+/- Difference					\$0.00

199 PIC 36 - Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Supplies and Materials	6399	\$220.00
Sub-Total					\$220.00
Budgeted Fund Source Amount					\$220.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Supplies and Materials	6399	\$6,400.00
1	2	2	Misc Operating Expenses	6499	\$4,300.00
1	2	2	Employee Travel	6411	\$1,350.00
Sub-Total					\$12,050.00
Budgeted Fund Source Amount					\$12,050.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies and materials	211-6399	\$972.00
1	1	1	Payroll payments	211-6119	\$80,851.00
1	1	2	Substitutes	6116	\$4,500.00
1	1	2	Supplies and materials	211-6399	\$8,000.00
1	1	3	Technology software	211-6397	\$13,000.00
1	2	2	Other Payroll Payment	211-6116-	\$1,000.00
1	3	1	Misc Operating Expenses	211-6499	\$2,902.00
1	3	1	Misc Contracted Services-Sub	211-6299.505	\$4,000.00
1	3	1	Other Payroll Payments	211-6116	\$12,000.00
1	4	1	Student Transportation	211-6494	\$1,000.00
1	4	1	Student Travel	211-6412	\$8,000.00
1	6	1	Materials and supplies	211-6399	\$8,112.00
2	1	1	Supplies and Materials	211-6399	\$1,463.00
2	1	1	Misc Contracted Expenses	211-6499	\$500.00
Sub-Total					\$146,300.00
Budgeted Fund Source Amount					\$146,300.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				Grand Total Budgeted	\$187,856.00
				Grand Total Spent	\$187,856.00
				+/- Difference	\$0.00