

Sherman Independent School District

Piner Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

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

#PinerProud

Vision

Educating in the present, empowering students for the future.

Value Statement

We believe education is the shared responsibility of students, staff, parents and the community.

We believe developing the mind, heart, and spirit is vital for each student's success.

We believe effective leadership inspires excellence.

We believe quality instruction engages students.

We believe well equipped and maintained facilities convey pride in the community.

Table of Contents

| | |
|--|----|
| Comprehensive Needs Assessment | 4 |
| Demographics | 4 |
| Student Learning | 5 |
| School Processes & Programs | 9 |
| Perceptions | 10 |
| Priority Problem Statements | 12 |
| Goals | 13 |
| Goal 1: Sherman ISD will hire, train and retain high-quality personnel in a supportive working environment. | 13 |
| Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration. | 17 |
| Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices and resources to ensure progress in student achievement. | 19 |
| Goal 4: Sherman ISD will address the diverse needs of students to maximize their academic achievements. | 23 |
| Goal 5: Sherman ISD will empower, engage and equip students for success in a diverse and complex world. | 31 |
| Goal 6: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students. | 35 |
| RDA Strategies | 37 |
| Targeted Support Strategies | 38 |
| Additional Targeted Support Strategies | 39 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Piner Middle School is a Title I campus serving grades 6–8 with an enrollment of 670 students. The student population reflects a diverse community, with approximately 42% Hispanic/Latino, 35% White, 9% African American, 8% Two or More Races, and 5% Asian.

Economically disadvantaged students represent the largest at-risk group, making up about 59% of the student body. This proportion has remained relatively stable over the last five years. Enrollment of Emergent Bilingual/English Learner students has grown significantly, now representing 30% of the total population. Additionally, approximately 37% of students qualify for special education and/or 504 services, supported through a continuum of programs aligned with SISD’s model and goals.

The average daily attendance rate is 94%, and class sizes average 22 students. Piner benefits from strong family and community engagement, including an active PTA and partnerships with local businesses and churches that provide resources, student programs, and staff support.

Sherman ISD recently rezoned to create two middle schools, with Sherman Middle School projected to grow in enrollment in the coming years. At Piner, students also have access to district-supported initiatives such as Communities in Schools, the Legacy Leader Program, Peer Helpers Plus, Fabulous Field Trips, and PBIS initiatives, all of which contribute to a supportive learning environment and culture of belonging.

Demographics Strengths

Piner Middle School has deep roots in the Sherman community, with many of our students being second- or even third-generation Bearcats whose parents and grandparents also attended Piner. This strong sense of tradition and continuity fosters a culture of pride and belonging that contributes to a positive and supportive campus climate. Families often view Piner as a vitally important aspects of their students upbringing in the community—which helps strengthen family engagement and student investment in their education.

In addition, student attendance averages 94%, exceeding both the state and district averages. This consistent attendance reflects a community-wide commitment to student learning, the effectiveness of our family engagement efforts, and the trust families place in Piner Middle School staff and administration.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Piner Middle has over 61% of it's students identified as economically disadvantaged and 30% identified at EB or ELL. This results in students entering school with significant gaps; academically, socially and emotionally.

Root Cause: Sherman has experienced an increase in the number of families living in poverty, influenced by shifts in surrounding communities and its role as the Grayson County seat. As the central location for all county social service programs, Sherman attracts families in need of assistance, which contributes to a higher concentration of economically disadvantaged households within the community.

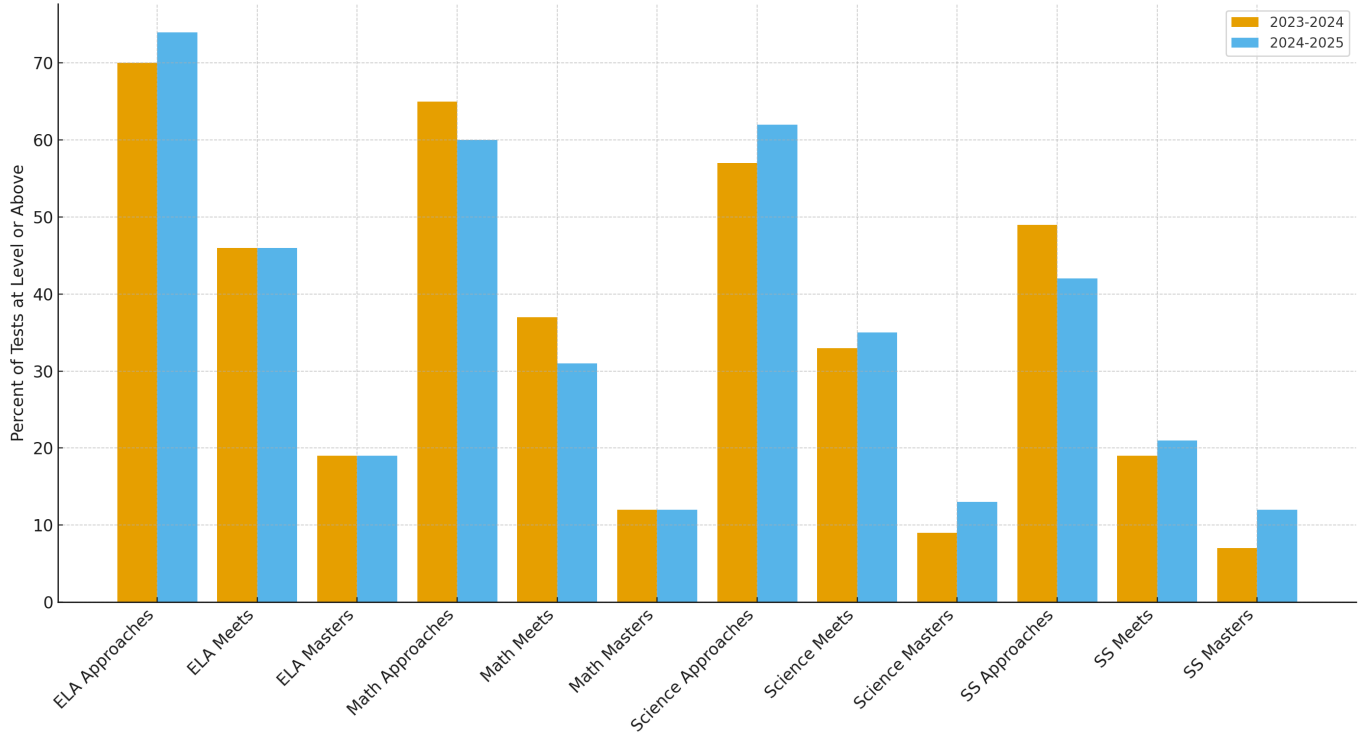
Student Learning

Student Learning Summary

Piner employs a comprehensive range of data measures, including the State of Texas Assessments of Academic Readiness (STAAR) scores, I-Ready Diagnostic data, and both formal and informal assessments, to enhance academic achievement. We prioritize fostering positive relationships and collaborating within professional learning communities to significantly impact teaching and learning outcomes. Our campus will concentrate on improving Reading proficiency and overall Meets Grade Level performance across all student groups. We remain committed to closing achievement gaps in both Reading and Math. Additionally, we will leverage Bearcat Advisory sessions and Intervention Draft time to monitor student progress and facilitate advancement to the next performance level.

| 2024-2025 STAAR RESULTS | | | | | | | | | | | |
|------------------------------------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|-----------------|----|
| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (current) | Sp |
| ELA / Reading | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | |
| At Approaches GL Standard or Above | 74% | 70% | 69% | 79% | 78% | 71% | 100 | 84% | 70% | 64% | |
| At Meets GL Standard or Above | 46% | 35% | 40% | 56% | 67% | 61% | 100 | 40% | 38% | 32% | |
| At Masters GL Standard | 19% | 9% | 14% | 28% | 33% | 29% | 100 | 18% | 12% | 8% | |
| Mathematics | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | |
| At Approaches GL Standard or Above | 60% | 44% | 56% | 70% | 78% | 61% | 100 | 60% | 54% | 52% | |
| At Meets GL Standard or Above | 31% | 19% | 26% | 41% | 44% | 36% | 100 | 26% | 25% | 21% | |
| At Masters GL Standard | 12% | 8% | 9% | 18% | 11% | 18% | 100 | 8% | 9% | 8% | |
| Science | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | |
| At Approaches GL Standard or Above | 62% | 47% | 53% | 74% | 33% | 67% | * | 82% | 55% | 45% | |
| At Meets GL Standard or Above | 35% | 21% | 24% | 53% | 33% | 56% | * | 27% | 30% | 18% | |
| At Masters GL Standard | 13 | 5% | 7% | 23% | 0% | 33% | * | 0% | 10% | 4% | |
| Social Studies | | | | | | | | | | | |
| Percent of Tests | | | | | | | | | | | |
| At Approaches GL Standard or Above | 42% | 20% | 30% | 60% | 33% | 33% | * | 64% | 33% | 25% | |
| At Meets GL Standard or Above | 21% | 10% | 13% | 35% | 33% | 22% | * | 18% | 17% | 8% | |
| At Masters GL Standard | 12% | 5% | 8% | 20% | 0% | 0% | * | 9% | 8% | 4% | |

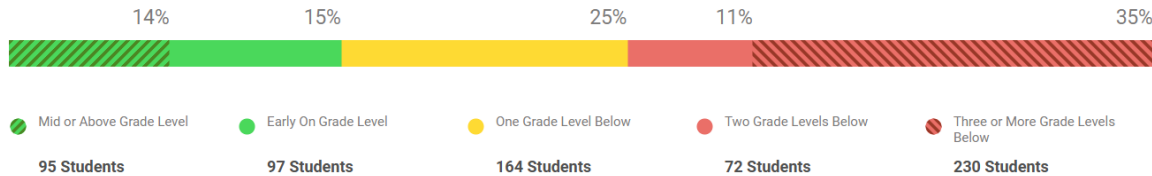
STAAR All Students Results Comparison by Subject and Performance Level



iREADY Reading Beginning of the Year Diagnostic Summary: The most notable improvement is the substantial decrease in students performing three or more grade levels below. While the proportion of students performing on or above grade level has remained steady, the reduction in the lowest-performing group demonstrates meaningful progress in helping struggling readers move closer to grade-level expectations.

Overall Placement

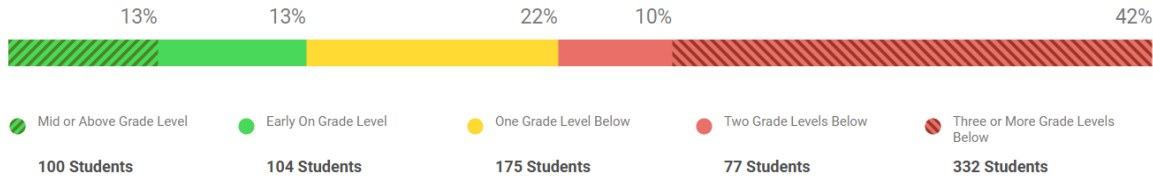
Students Assessed/Total: 658/668



2025-2026 BOY Reading iREADY

Overall Placement

Students Assessed/Total: 788/855

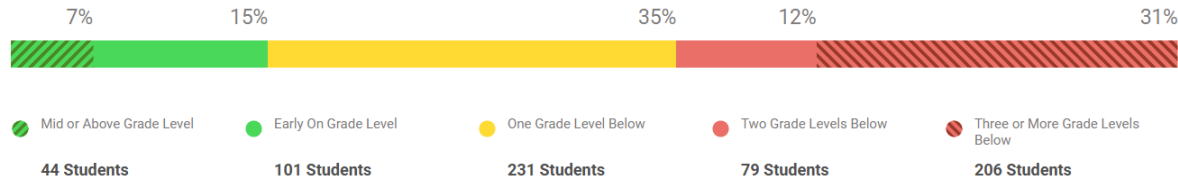


2024-2025 BOY Reading iREADY

iREADY Math Beginning of the Year Diagnostic Summary: Math results reflect progress similar to Reading, with a notable decrease in the number of students performing two or more grade levels below. Additionally, more students are performing at mid or above grade level, indicating positive movement. However, a large percentage of students continue to perform below grade level, highlighting the need for continued targeted support and intervention.

Overall Placement

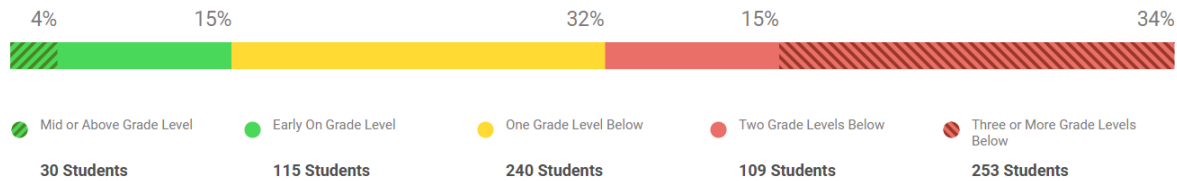
Students Assessed/Total: 661/668



2025-2026 BOY Math iREADY

Overall Placement

Students Assessed/Total: 747/856



Student Learning Strengths

ELA/Reading remains the most consistent strength, with solid growth at Approaches and consistent scores at Meets, while Science shows gains, particularly at the Masters level. Math demonstrates strength at the high end (Masters) but needs reinforced foundational skills at Approaches and Meets as those scores dropped this year. High-achieving subgroups (Asian, White, Two or More Races) continue to perform strongly across subjects, and Economically Disadvantaged students are showing promising growth in literacy.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Piner student achievement data, as measured by STAAR, showed students in various sub-pops (African American, Hispanic, EB, etc.) not meeting the target percentage for Meets Standard performance in both Math and Social Studies.

Root Cause: Many of our students, particularly in math, enter grade levels without strong numeracy and literacy foundations, along with Tier 1 instruction not being consistently aligned to the depth of knowledge and academic vocabulary required for STAAR Meets and Masters performance.

Problem Statement 2: On the Beginning of the Year I-Ready Reading Diagnostic Assessment, 302 students (46%) are two or more grade levels behind, and another 164 students (24%) are one grade levels below.

Root Cause: The data reflects ongoing gaps in foundational literacy and vocabulary, further impacted by inconsistent alignment of classroom instruction with grade-level depth of knowledge expectations. In addition, current intervention systems have had limited success in addressing multi-year learning gaps, preventing many students from fully closing the gap to grade-level proficiency.

Problem Statement 3: On the Beginning of the Year I-Ready Reading Diagnostic Assessment, 310 students (43%) are two or more grade levels behind, and another 231 students (35%) are one grade levels below.

Root Cause: A significant portion of students remain below grade level in mathematics due to gaps in foundational skills, inconsistent mastery of prerequisite concepts, and limited opportunities for targeted, small-group intervention. These factors hinder students' ability to access and engage with grade-level content, resulting in a slower pace of overall improvement.

School Processes & Programs

School Processes & Programs Summary

At Piner Middle School, we recognize that recruiting and retaining highly qualified educators is essential to building a strong future for our Bearcats. Our commitment is to ensure every classroom is led by a teacher who meets the highest standards of excellence. Currently, our teaching staff averages 13 years of professional experience, with over 95% fully certified and only eight teachers with less than 5 years of experience.

Each spring, we engage in a rigorous interview and selection process designed to identify candidates who align with the Piner Profile and our campus vision. Staff are intentionally placed in roles that reflect not only their professional qualifications but also their individual strengths, ensuring the greatest positive impact on students. To support effectiveness, all staff members receive initial training on district-approved curriculum platforms, followed by embedded professional development throughout the school year. This includes targeted sessions on Professional Development days as well as ongoing collaboration within Professional Learning Communities (PLCs). Grade-level and subject-area teams meet weekly to analyze student data, plan interventions, and design effective lessons.

Our teachers are dedicated to delivering instruction that is differentiated, engaging, relevant, and challenging for all learners. Instructional practices are continuously monitored and supported by the campus administrative team in collaboration with the Instructional Coach through walkthroughs, evaluations, data meetings, and PLCs. Vertical alignment sessions and team meetings provide additional opportunities for educators to share strategies, implement best practices, and drive student growth and academic achievement.

Beyond academics, our counseling team provides a comprehensive student support system addressing both academic and social-emotional needs. Working closely with administrators and staff, the counseling team delivers proactive programs such as Peer Helpers Plus, SEL lessons, Academic Advising, 7 Mindsets, and Xello. These initiatives foster a supportive environment that prioritizes the whole child and ensures that students at Piner Middle School are equipped for success.

School Processes & Programs Strengths

Piner Middle School is grounded in a culture of collaborative leadership and professional growth. In addition to their roles within grade-level and departmental teams, teachers are empowered to serve on vertical teams and campus committees. They are encouraged to take on leadership opportunities and actively contribute to decision-making processes related to programs, procedures, and campus operations, while also monitoring progress toward campus and district goals.

Within Professional Learning Communities (PLCs), teachers engage in data-driven discussions to inform individualized instruction, strengthen academic performance, and design targeted interventions for implementation during the Advisory Intervention block. To further support teacher growth, new staff members participate in the Sherman ISD mentorship program, which pairs them with experienced educators to provide guidance, collaboration, and an additional layer of support throughout their first year.

Piner is also committed to cultivating a positive school culture through the consistent and intentional implementation of Positive Behavioral Interventions and Supports (PBIS), ensuring that all students learn in an environment that promotes safety, responsibility, and respect.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Providing effective differentiation and targeted interventions presents unique challenges due to the diverse academic, cultural, and social needs of our student population.

Root Cause: The primary challenge in providing consistent differentiation and targeted interventions stems from varying levels of teacher capacity, limited time for collaborative planning, and the need for additional professional development to address the wide range of academic and linguistic needs within our diverse student population.

Perceptions

Perceptions Summary

Piner Middle School is committed to meeting the diverse needs of students and families by fostering collaboration, promoting college and career readiness, and maintaining a culture of high expectations anchored in a shared vision of success for all learners. As a learning community, we prioritize building positive relationships with students and parents to strengthen school–community partnerships. Guided by our yearly focus on Greatness with a Purpose, students and staff are encouraged to pursue continuous academic and emotional growth, striving to become the best versions of themselves each day.

A safe and orderly environment is a cornerstone of student success. Piner Middle School implements the Bearcat Traits as part of our school-wide Positive Behavioral Interventions and Supports (PBIS) system. These expectations—Be Respectful, Be Responsible, Be Safe—are reinforced daily to create a positive climate in classrooms, common areas, lunch periods, school events, and arrival/dismissal routines. Students earn digital points redeemable for PBIS celebrations and the school store, promoting accountability and motivation. Daily reminders and modeling are provided through the Bearcat News Network, a student-led broadcast operated by 8th grade students enrolled in the Audio-Visual CTE pathway for high school credit.

Parent and community involvement remains a priority at Piner Middle School. Engagement is fostered through staff and community surveys, Title I information nights, open houses, curriculum engagement events, and ongoing communication efforts. This year, Sherman ISD implemented Final Site, a district-wide communication platform that allows administrators and staff to communicate directly with families about academic updates, events, and opportunities. Additionally, our new STEMscopes math curriculum includes a “Parent Letter” for each unit of study, which outlines learning goals, provides practice questions, and suggests strategies for supporting students at home. This tool enhances academic partnerships between school and families while also strengthening social–emotional supports.

The safety and security of students and staff are a top priority at Piner Middle School, consistent with the expectations of the SISD Board of Trustees and the local community. Our Campus Safety Plan addresses a wide range of potential concerns and is reviewed annually. The campus is secured through a locked entry vestibule system, monitored by a dedicated SISD police officer, a campus safety monitor, and a comprehensive video surveillance system. Students are required to wear school-issued IDs at all times to access the campus and SISD-sponsored events. Emergency drills are conducted throughout the year to ensure readiness, and procedures are reviewed with staff at the start of the school year and reinforced regularly with students.

Perceptions Strengths

Piner Middle School demonstrates strong commitments to student growth, positive culture, and community partnership. The campus fosters high expectations and college readiness through a shared vision of success, while promoting continuous academic and emotional development under the focus of *Greatness with a Purpose*. A safe and orderly environment is reinforced through the PBIS framework and Bearcat Traits, which cultivate respect, responsibility, and safety across all school settings. Student-led initiatives, such as the Bearcat News Network, further enhance leadership and engagement. Parent and community involvement is actively supported through regular communication, Title I events, surveys, and new tools like Final Site and STEMscopes parent letters, which strengthen the home–school connection. In addition, comprehensive safety protocols—including secured entry, police presence, and emergency preparedness drills—ensure that students and staff are supported in a safe, well-monitored environment conducive to learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a continued need to provide parents with training opportunities that highlight instructional strategies to support student learning, while also equipping families with effective approaches for addressing concerns and collaborating productively with school personnel.

Root Cause: Many parents have limited exposure to current instructional practices and may lack strategies to effectively support learning at home. Additionally, inconsistent communication and limited training opportunities have contributed to uncertainty in how to address concerns with school personnel, leading to reduced confidence in partnering with

the school to support student success.





Priority Problem Statements

Goals

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

Performance Objective 1: The Piner Middle School administrative team will take a proactive approach to recruiting and hiring highly skilled educators by participating in job fairs, developing applicant pools, and conducting thorough secondary reference checks to ensure the selection of the most qualified candidates.

Evaluation Data Sources: HR Recruitment Reports, hiring records, teacher retention data and employee surveys





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Partner with Sherman ISD Human Resources to create a year-round talent pipeline by actively engaging with local universities, teacher preparation programs, and professional networks. The administrative team will maintain an ongoing pool of prospective applicants, schedule early recruitment efforts at job fairs, and implement a structured interview and reference-check process to ensure that candidates align with Piner's instructional priorities and culture of excellence.</p> <p>Strategy's Expected Result/Impact: High yield instructional best practices will be evidenced through both walk through and formal observation data in 100% of staff members. This will lead to an increase in student success.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 2: 100% of staff will receive ongoing support and professional development opportunities provided to all instructional staff related to the school-wide model expectations of instructional practices through high-performing collaborative PLCs and the Mentorship Program.

Evaluation Data Sources: Professional development calendar, Evidence of extended planning for intervention, as well as the use of faculty and vertical meetings to promote professional dialogue and encourage shared practice, Campus Growth Walks.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: All teachers will be provided with coaching, modeling, professional development, data analysis and collaborative planning to meet both campus and individual professional goals. There will be a focus on Tier-1 instruction with an emphasis on Reading, Critical Thinking, Student Collaboration, and writing imbedded into all lesson planning with higher level questioning, student discourse activities and written short constructed response activities .</p> <p>Strategy's Expected Result/Impact: High yield instructional best practices will be evidenced through both walk through and formal observation data in 100% of staff members. This will lead to an increase in student success.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - - Targeted Support Strategy</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Monthly staff appreciation: Teacher of the Month, Employee of the Month and Team of the Month. Staff submits nominations for these categories. Winners are also submitted to the SISD Teacher/Employee of the Month program as well. Create and foster an all staff Campus Culture Support Team to provide an additional support layer to all staff members.</p> <p>Strategy's Expected Result/Impact: Celebrate teaching & learning , staff appreciation & retention</p> <p>Staff Responsible for Monitoring: Admin IC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |





| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: Academic core teachers will successfully pass the SBEC certification exam and add the ESL Supplement to their base certificate.</p> <p>Strategy's Expected Result/Impact: Increase academic success by English second language learners as measured by TELPAS, iReady scores, state assessments, and semester grades</p> <p>Staff Responsible for Monitoring: Campus administration ESL Coordinator</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 3: Piner Middle School will actively support the Sherman ISD Teacher Incentive Allotment (TIA) by fostering a culture of instructional excellence, professional growth, and recognition.

Evaluation Data Sources: Student growth data from beginning of the year assessments to the end of the year assessment data, walkthrough data and classroom TTESS Observations.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Campus leadership will provide clear guidance and training on pathways to earning and maintaining TIA designations, while aligning coaching, PLCs, and professional development to the instructional practices and student-growth measures tied to TIA.</p> <p>Strategy's Expected Result/Impact: By leveraging TIA as both a financial incentive and a recognition system, Piner will recruit, support, and retain high-quality teachers who deliver rigorous, student-centered instruction.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue


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


Performance Objective 1: 100% of the campus leadership team will participate in providing campus focused professional development opportunities to all staff members that will result in high performing, collaborative teams that are focused on student support and achievement.

Evaluation Data Sources: Professional Development Calendar, TIA and TTESS Calibration Walks, PLC agendas/notes, Campus Admin Team agendas/notes

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Piner Leadership Team will collaborate monthly to establish and refine procedures to improve safety, orderliness, and a positive environment in our building.</p> <p>Strategy's Expected Result/Impact: PLC meetings are run effectively, student growth and positive school climate.</p> <p>Staff Responsible for Monitoring: Lead Teachers PBIS Leadership Team Principal Asst. Principal Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Weekly PLCs, led by team leaders with administrative coaching, will focus on Solution Tree PLC processes and targets subject level teams to strengthen routines, reading instruction, Kagan strategies, critical thinking skills, monitoring, pacing, and student engagement through high-leverage questioning, discourse, and written responses.</p> <p>Strategy's Expected Result/Impact: Effective PLC meetings.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 1: All core content instruction will be fully aligned to the rigor and expectations of the Texas Essential Knowledge and Skills (TEKS) and STAAR assessments, ensuring 100% alignment in all tested subject areas.

Evaluation Data Sources: Campus administrators monitor assigned content areas weekly through lesson plan reviews and classroom walkthroughs to ensure instructional alignment. Additional evaluation sources include the professional development calendar, campus newsletters, multiple assessment measures (i-Ready, district benchmarks, STAAR, and Aware data), as well as documentation of targeted instruction and interventions designed to close learning gaps.

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Piner's curriculum and assessments are aligned to TEKS with a year-long scope and sequence.</p> <p>Strategy's Expected Result/Impact: Increased student mastery of identified standards.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: 100% of our teachers will participate in training and implement a focused, intentional, highly effective lesson plan process. Lesson Plans will follow an Instructional Framework that incorporates objective-driven and aligned formative assessments and hands-on learning.</p> <p>Strategy's Expected Result/Impact: Increase student-centered lessons & activities</p> <p>Staff Responsible for Monitoring: Admin IC Tech Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Continue to support all teachers through Campus Growth Walks, Professional Learning Community Collaboration, the New Teacher Mentorship Program to observe, reflect and support student-centered learning and intentional effective teaching practices.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Admin Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |


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: Piner Middle School will implement the new STEMscopes Math curriculum in grades 6-8 and Summit K-12 ESL/EB curriculum to strengthen Tier I instruction by ensuring alignment to state standards in both skill and rigor

Evaluation Data Sources: Campus Administration will analyze and evaluate walkthrough data, lesson plans, PLC documentation and assessment data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Campus and District Admin will provide ongoing professional development and collaborative planning time for math teachers to ensure effective implementation of the STEMscopes Math curriculum in grades 6-8.</p> <p>Strategy's Expected Result/Impact: Implementation of the STEMscopes Math curriculum will lead to improved alignment of Tier I instruction with state standards, resulting in greater consistency across grade levels. Students will demonstrate increased mastery of grade-level TEKS through higher levels of engagement with rigorous, skills-based lessons.</p> <p>Staff Responsible for Monitoring: Administration Team, Team Lead and IC's</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will participate in regular PLCs to align lesson design with state standards, analyze student data to inform instruction, and integrate district-approved Tier I curriculum, both digital and hands-on resources, to strengthen instruction in skill development and rigor.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of the district approved curriculum and STEMscopes Math curriculum will lead to improved alignment of Tier I instruction with state standards, resulting in greater consistency across grade levels. Students will demonstrate increased mastery of grade-level TEKS through higher levels of engagement with rigorous, skills-based lessons.</p> <p>Staff Responsible for Monitoring: Administrative Team and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 4: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 1: Piner Middle School will maximize student achievement by implementing a daily 30-minute Bearcat Advisory period focused on targeted intervention and enrichment to meet the diverse academic needs of all students.

Evaluation Data Sources: iREADY, District Benchmark Assessment and Advisory Draft data

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Establish a campus-wide intervention system within the 30-minute Bearcat Advisory period by utilizing i-Ready Personal Pathways for individualized practice and implementing a Draft process to assign students to targeted small-group interventions based on current assessment data. Teachers will use ongoing progress monitoring and TEKS-aligned skill checks to provide reteaching, enrichment, or acceleration, ensuring that instructional time is purposeful and responsive to the diverse academic needs of all students.</p> <p>Strategy's Expected Result/Impact: Through structured use of Bearcat Advisory, students will receive consistent, data-driven interventions and enrichment tailored to their academic needs. This will result in measurable growth on i-Ready diagnostics, improved performance on district benchmarks, and increased STAAR outcomes, particularly by moving more students into the Meets and Masters performance levels.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leads, and IC's</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 4: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 2: Students identified as English Learners (ELs) will demonstrate measurable growth in core content areas, as evidenced by advancement in at least one proficiency level on TELPAS and or expected yearly progress seen on the state assessments.

Evaluation Data Sources: Multiple assessment measures, including STAAR, I-Ready, Unit Assessments, TELPAS, indicate ongoing progress in closing the achievement gap.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Implement ELPS and SIOP strategies across all content areas during daily instruction to develop academic language and increase comprehension of academic content in all subjects.</p> <p>Strategy's Expected Result/Impact: Student achievement on campus, district and state measures increases for all student groups. All ELL students increase one proficiency level per year as measured on TELPAS.</p> <p>Staff Responsible for Monitoring: classroom teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement TELPAS practice sessions during weekly Bearcat Advisory Draft intervention periods, providing English Learners with structured opportunities to strengthen language proficiency skills.</p> <p>Strategy's Expected Result/Impact: Student achievement on campus, district and state measures increases for all student groups. All ELL students increase one proficiency level per year as measured on TELPAS.</p> <p>Staff Responsible for Monitoring: ESL classroom teachers</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Language support personnel will provided targeted support to our EB/EL students immediately before or after their ELA and Math classes using Summit K-12 and Achieve 3000 curriculum supports.</p> <p>Strategy's Expected Result/Impact: Student growth achievement on campus, district and state measures increases for all EB/EL student groups by 3% by the end of the year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal over ESL and ESL Lead Teacher</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> | Formative | | | Summative |
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Goal 4: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 3: All student groups, ELL, Sped, and Economically Disadvantaged students will meet their federal accountability growth target in Domain 3, Closing the Performance Gaps on 25-26 STAAR.

HB3 Goal

Evaluation Data Sources: STAAR data
I-Ready data
TELPAS

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide additional, targeted intervention support in Reading and Math through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory.</p> <p>Strategy's Expected Result/Impact: At least 7% of student groups move from their current quintile to a higher quintile on 25-26 STAAR Assessment.</p> <p>Staff Responsible for Monitoring: Admin Instructional Coach</p> <p>Title I: 2.51, 2.53</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability | Formative | | | Summative |
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Goal 4: Sherman ISD will address the diverse needs of students to maximize their academic achievements.


Performance Objective 4: The percentage of students that meet grade level or above on STAAR RLA will increase from 46% to 53% by June 2026.


High Priority


HB3 Goal


Evaluation Data Sources: STAAR and iREADY

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide additional, targeted intervention support in Reading through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory.</p> <p>Strategy's Expected Result/Impact: At least 7% of student groups advance in their performance group on 25-26 STAAR Assessment.</p> <p>Staff Responsible for Monitoring: Admin and Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
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Goal 4: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 5: The percentage of students that meet grade level or above on STAAR Math will increase from 31% to 36% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and iREADY

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide additional, targeted intervention support in Math through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory.</p> <p>Strategy's Expected Result/Impact: At least 7% of student groups advance in their performance group on 25-26 STAAR Assessment.</p> <p>Staff Responsible for Monitoring: Admin and Instructional Coach</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
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Goal 4: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 6: The percentage of SPED students that meet grade level or above on all STAAR assessment will increase from 17% to 20% by June 2026.

High Priority

HB3 Goal





Evaluation Data Sources: STAAR and iREADY

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide additional, targeted intervention support in Reading and Math through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory.</p> <p>Strategy's Expected Result/Impact: At least 3% of student groups move from their current performance group to and advanced on 25-26 STAAR Assessment.</p> <p>Staff Responsible for Monitoring: Admin and Instructional Coach</p> <p>Title I: 2.51, 2.53</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability | Formative | | | Summative |
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Goal 4: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 7: Student achievement will increase among African American, Asian, and Two or More Races student groups by at least 5% on the 2025-2026 STAAR assessments





Evaluation Data Sources: STAAR and iReady assessments

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide additional, targeted intervention support in Reading and Math through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory.</p> <p>Strategy's Expected Result/Impact: At least 5% of student groups move from their current performance group to and advanced on 25-26 STAAR Assessment.</p> <p>Staff Responsible for Monitoring: Admin and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 5: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 1: Piner faculty and staff will help address the social and emotional needs of Piner students through the use of classroom team building processes, individual student incentives, and regular (monthly) scheduled guidance lessons.





Evaluation Data Sources: Incentive data
 Student surveys on Guidance Lessons
 Attendance data
 Discipline data

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Implementing 7 Mindsets and the SISD Character Education Program during fourth period each day. Strategy's Expected Result/Impact: Social and emotional needs of students are being met. Increase positive behaviors. Staff Responsible for Monitoring: Counselors Classroom teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue student to student mentoring/mediation program to support interpersonal communications between peers through the Peer Helpers Plus program, Sherman High School PALS Program and collaboration with the Sherman High School Teacher Intern Program . Strategy's Expected Result/Impact: Increased Student Support Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 5: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 2: Piner faculty and staff will help address the social and emotional needs of Piner students with the collaboration of Community in Schools Liaison.

Evaluation Data Sources: Student surveys on Guidance Lessons
 Attendance data
 Discipline data





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Implement Community in Schools at the middle school level to support, empower students to stay in school and achieve as a life long learner.</p> <p>Strategy's Expected Result/Impact: Social and emotional needs of students are being met.</p> <p>Staff Responsible for Monitoring: Counselor Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 5: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 3: 100% of Faculty and staff will utilize PBIS and Restorative Discipline practices to ensure all students, including students with special needs, have a safe, positive and orderly school environment.

Evaluation Data Sources: Climate Survey, PBIS Form, restorative tool kit, behavior flow chart.





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Continue to support and refine PBIS and Restorative Discipline practices to support the creation of a positive school climate and culture, focused on positive reinforcement of desired behavior through consistent expectations throughout the school, ongoing staff collaboration and recognition of the demonstration of the SISD Character Development program.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of students receiving discipline referrals and a reduction in emotional outburst.</p> <p>Staff Responsible for Monitoring: PBIS Leadership Team All Staff Principal Asst. Principals Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 5: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 4: 100% of Piner students will be afforded the opportunity to receive transitional services regarding continuing their education in high school and beyond. Through these services, each 7th grader will successfully complete the Xello College & Career Readiness Software assessment and Navigate activities, and each 8th grade student will solidify their high school endorsement, career pathway, and four year graduation plans.





Evaluation Data Sources: 7th grade - complete the Career Cluster Finder Assessment in the Xello system
8th grade - input high school classes through the Naviance system

| Strategy 1 Details | Reviews | | | |
|--|------------------------|-----|-----|-----------|
| <p>Strategy 1: Each 8th grade student will select a career pathway of interest and choose one of the following high school endorsements: STEM, Business Industry, Public Service, Arts & Humanities, or Multidisciplinary.</p> <p>Strategy's Expected Result/Impact: All 8th grade students will tour and receive information on all CTE courses offered at Sherman High School before course selection. Students will complete their Four-Year High School Graduation Plan by choosing one of five endorsements: S.T.E.M., Business & Industry, Public Service, Arts & Humanities, Multidisciplinary.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 6: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 1: Piner will maintain ongoing communication in multiple forums such as weekly Newsletters, Social Media, Remind and Final Site Communication for parents and community concerning school activities and information.





Evaluation Data Sources: Documentation of communication efforts. Participation in campus events, activities and feedback will be an indicator of communication effectiveness. Documentation of 2-way communication.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Continue communication in the home language of parents to provide information regarding Piner's academic scheduling, performances, activities, expectations and events using both Final Site and Talking Points.</p> <p>Strategy's Expected Result/Impact: Increase in student and parent participation</p> <p>Staff Responsible for Monitoring: Principal, classroom teachers, assistant principals</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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Goal 6: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 2: Provide multiple opportunities for parents to engage with the campus during both the fall and spring semesters through in-person events and collaborative partnerships with a variety of stakeholders.

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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Campus Administration will coordinate a variety of parent and family engagement opportunities each semester, such as curriculum nights, open house events, parent workshops, and community partnership activities. Additionally, special programs such as Orchestra, Band, Art, Choir, Theater, CTE, Athletics, etc.. will hold concerts, presentations, sporting events and invite parents and community members.</p> <p>Strategy's Expected Result/Impact: Increased parent & community involvement</p> <p>Staff Responsible for Monitoring: Admin Program Directors/Coordinators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
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RDA Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 4 | 2 | 1 | Implement ELPS and SIOP strategies across all content areas during daily instruction to develop academic language and increase comprehension of academic content in all subjects. |
| 4 | 2 | 2 | Implement TELPAS practice sessions during weekly Bearcat Advisory Draft intervention periods, providing English Learners with structured opportunities to strengthen language proficiency skills. |
| 4 | 2 | 3 | Language support personnel will provided targeted support to our EB/EL students immediately before or after their ELA and Math classes using Summit K-12 and Achieve 3000 curriculum supports. |
| 4 | 3 | 1 | Provide additional, targeted intervention support in Reading and Math through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory. |
| 4 | 4 | 1 | Provide additional, targeted intervention support in Reading through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory. |
| 4 | 5 | 1 | Provide additional, targeted intervention support in Math through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory. |
| 4 | 6 | 1 | Provide additional, targeted intervention support in Reading and Math through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory. |

Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 2 | 1 | All teachers will be provided with coaching, modeling, professional development, data analysis and collaborative planning to meet both campus and individual professional goals. There will be a focus on Tier-1 instruction with an emphasis on Reading, Critical Thinking, Student Collaboration, and writing imbedded into all lesson planning with higher level questioning, student discourse activities and written short constructed response activities . |
| 3 | 1 | 2 | 100% of our teachers will participate in training and implement a focused, intentional, highly effective lesson plan process. Lesson Plans will follow an Instructional Framework that incorporates objective-driven and aligned formative assessments and hands-on learning. |
| 4 | 2 | 1 | Implement ELPS and SIOP strategies across all content areas during daily instruction to develop academic language and increase comprehension of academic content in all subjects. |
| 4 | 4 | 1 | Provide additional, targeted intervention support in Reading through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory. |
| 4 | 5 | 1 | Provide additional, targeted intervention support in Math through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory. |

Additional Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 3 | 1 | 2 | 100% of our teachers will participate in training and implement a focused, intentional, highly effective lesson plan process. Lesson Plans will follow an Instructional Framework that incorporates objective-driven and aligned formative assessments and hands-on learning. |
| 4 | 4 | 1 | Provide additional, targeted intervention support in Reading through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory. |
| 4 | 5 | 1 | Provide additional, targeted intervention support in Math through the MTSS Bearcat Advisory Draft program and accelerated learning in Bearcat Advisory. |