

Sherman Independent School District

District Improvement Plan

2025-2026

Accountability Rating: C



SHERMAN

INDEPENDENT SCHOOL DISTRICT

Mission Statement



Motto
Building Bearcats!

Vision
Building a legacy of learners and leaders.

Mission
The mission of Sherman ISD is to inspire and challenge all students to reach their full potential.

Vision

District Values



We value the support and involvement of family and community in student success.

We value high-quality teachers and staff who nurture the growth and development of each individual.

We value student-centered learning that is innovative, creative, and engaging.

We value well-equipped and maintained facilities that enhance student experiences and community pride.

Value Statement

Student Experience



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sherman ISD (SISD) is a diverse school district approximately 60 miles north of Dallas, Texas, serving **7,757 students across 16 campuses**. These include one 5A high school, two middle schools, seven elementary schools, two early education centers, one alternative campus, and two juvenile justice facilities serving Grayson County.

The student population continues to reflect significant diversity and high needs:

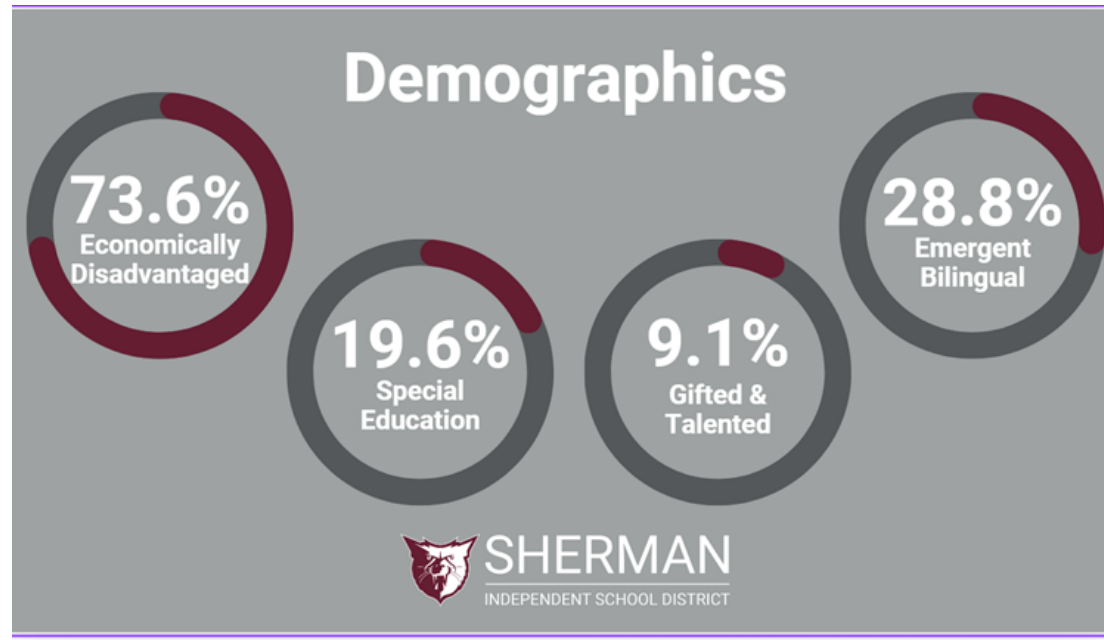
- **73.6% Economically Disadvantaged**
- **28.8% Emergent Bilingual**
- **19.6% Special Education**
- **9.1% Gifted and Talented**

The racial composition of the district includes approximately 49% Hispanic, 30% White, 12% African American, 6% Multiracial, 3% Asian, 1% American Indian, and 1% Pacific Islander. The district also experiences a mobility rate of 18%, impacting stability in instructional delivery and student outcomes.

Sherman ISD employs approximately 1,300 staff members, including 702 teachers. The teaching staff averages 11 years of experience, with an average of 7 years in Sherman ISD, and 26% hold advanced degrees.

The Sherman community remains highly supportive of its schools. Partnerships with industries in the Texoma area continue to strengthen the tax base and create career-connected learning opportunities for students. The Sherman Education Foundation, alongside various civic and nonprofit organizations, provides additional resources and support for instructional programs, staff, and student enrichment.

(Source: 2024–25 TAPR Report)



Demographics Strengths

Demographic Strengths

1. Sherman ISD has a richly diverse student population, reflecting multiple racial, ethnic, linguistic, and cultural backgrounds.
2. The Sherman community is experiencing steady growth supported by the expansion of hi-tech industries, which strengthens the district's tax base and creates new opportunities for students.
3. Strong parent and community partnerships continue to enhance district programs through the Sherman Education Foundation, civic organizations, and local business partnerships.
4. The district's experienced teaching staff, with an average of 11 years of experience and 26% holding advanced degrees, provides a stable foundation for instructional quality.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a continuing shortage of certified bilingual/ESL teachers to meet the needs of a growing emergent bilingual population (28.8%).

Root Cause: Increased enrollment of emergent bilingual students and limited availability of certified bilingual/ESL teachers statewide.

Problem Statement 2: Faculty and staff require additional training in culturally responsive practices to fully support the district's diverse student population.

Root Cause: The district's increasing cultural and linguistic diversity requires sustained professional development in equity, inclusion, and differentiated instruction.

Problem Statement 3 (Prioritized): Students identified as economically disadvantaged (73.6%) face significant barriers in academic readiness, particularly in early literacy and mathematics.

Root Cause: Many economically disadvantaged students enter school with gaps in foundational literacy, numeracy, and socio-emotional readiness, which impact student performance and long-term achievement.

Problem Statement 4 (Prioritized): The district continues to experience challenges in teacher recruitment and retention, with a notable portion of staff being inexperienced or teaching out-of-field.

Root Cause: The statewide teacher shortage, coupled with increased competition from neighboring districts and industry growth in the Texoma area, has made it difficult to retain experienced educators.

Student Learning

Student Learning Summary

Sherman ISD's 2025 STAAR results reflect both areas of progress and continuing challenges.

- Overall Performance: Across all subjects and grade levels, 65% of students scored Approaches or above, 38% Meets or above, and 13% Masters.
- Elementary & Middle School (Grades 3–8): Growth was mixed. Reading/Language Arts saw 67% Approaches, 42% Meets, and 13% Masters. Mathematics performance was lower at 59% Approaches, 30% Meets, and 10% Masters. Science and Social Studies showed higher Approaches rates (70% and 71%, respectively), but Meets and Masters rates lagged, especially in Science where only 12% reached Masters.
- High School EOCs: US History remained a strength with 90% Approaches and 70% Meets, while Biology showed 90% Approaches and 59% Meets, both above state averages. Algebra I improved in Approaches but Meets performance remained below expectations.
- Subgroup Performance: Achievement gaps persist. Economically disadvantaged students (about 73% of SISD's population) scored 60% Approaches, 32% Meets, and 9% Masters, all below non-economically disadvantaged peers (76% Approaches, 51% Meets, 21% Masters)
- Emergent Bilinguals and Special Education students also scored significantly below district averages, with only 24–28% meeting grade level .
- Accountability Ratings: The district received a C overall (73), with C in Student Achievement (71), C in School Progress (74), and D in Academic Growth (69)

Sherman ISD continues to rely on a comprehensive assessment system, including locally developed, curriculum-aligned assessments, to guide instructional decisions and interventions. However, the district recognizes the need to accelerate growth in Reading and Math to close subgroup gaps and move more students from Approaches to Meets and Masters levels.

STUDENT ACHIEVEMENT

Rating

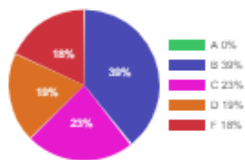


71 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rate and how prepared students are for success after high school.

[TELL ME MORE](#)

School Ratings by Enrollment



The above chart shows the percentage of students at schools with the designated grades.

[TELL ME MORE](#)

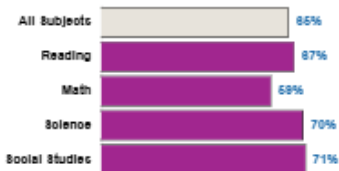
[Dig Into The Data](#)

Change Over Time

School Year	Rating/ Score
2024-25	C / 71
2023-24	D / 68
2022-23	D / 69

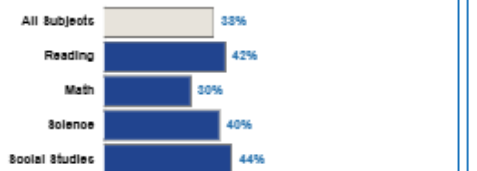
STAAR Performance Details

Percentage of Students Approaching Grade Level or Above



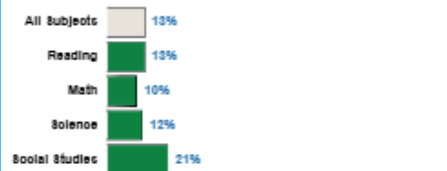
Subject	This District	State
All Subjects	65%	75%
Reading	67%	76%
Math	59%	72%
Science	70%	78%
Social Studies	71%	77%

Percentage of Students Meeting Grade Level or Above



Subject	This District	State
All Subjects	38%	50%
Reading	42%	54%
Math	30%	45%
Science	40%	47%
Social Studies	44%	50%

Percentage of Students Mastering Grade Level



Subject	This District	State
All Subjects	13%	21%
Reading	13%	23%
Math	10%	20%
Science	12%	17%
Social Studies	21%	27%

Student Learning Strengths

Student Learning Strengths

1. **High school performance remains strong** in U.S. History (90% Approaches, 70% Meets) and Biology (90% Approaches, 59% Meets), both exceeding state averages.
2. **Science and Social Studies Approaches performance** in grades 5 and 8 (70%+) demonstrates consistent student readiness in content knowledge.
3. **Incremental gains were made in elementary and middle school Reading**, with several grade levels showing 2–6% improvement at the Approaches level.
4. **Comprehensive assessment systems** (local and state) allow for early intervention and instructional adjustments, providing actionable data at student, campus, and district levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Significant achievement gaps remain in Reading and Math, particularly for Economically Disadvantaged, Emergent Bilingual, and Special Education students.

Root Cause: Instructional strategies and interventions have not consistently closed gaps in foundational literacy and numeracy skills, especially for students requiring differentiated supports.

Problem Statement 2: Student growth measures remain below state expectations, as reflected in Domain 2 (School Progress) and Domain 3 (Closing the Gaps).

Root Cause: High-quality, targeted instruction that accelerates learning for struggling students has not been implemented consistently across campuses and grade levels.

Problem Statement 3: While high school performance in U.S. History and Biology is strong, Algebra I and English II continue to lag behind district and state goals.

Root Cause: Structured intervention systems in secondary math and literacy are lacking, resulting in limited opportunities for struggling students to receive targeted support and progress monitoring.

Problem Statement 4: While Sherman ISD has maintained strong graduation rates and an overall solid CCMR rating, too few students are reaching Meets and Masters on STAAR assessments, which limits college readiness indicators such as TSI benchmarks.

Root Cause: Instructional planning and delivery have often emphasized students reaching Approaches, without consistent focus on rigorous instruction that develops higher-level mastery needed for postsecondary readiness.

District Processes & Programs

District Processes & Programs Summary

Sherman ISD serves students across 16 campuses, including Sherman High School, Piner Middle School, Sherman Middle School, seven elementary schools (Crutchfield, Dillingham, Fairview, Neblett, Parker, Sory, and Washington), two Early Childhood Centers (Fred Douglass and Perrin), and four alternative settings: Jefferson Learning Center, Juvenile Justice Alternative Program (JJAEP), the Grayson County Post-Adjudication Facility, and the Monarch Center.

Students are supported through Special Education, Section 504, Bilingual/ESL, and Gifted and Talented programs. Additional services include MTSS, Accelerated Instruction, tutoring, Behavior Intervention, and Credit Recovery. Sherman ISD continues expanding Reading Academies and structured literacy practices in early grades.

In 2025–26, Sherman ISD restructured its Instructional Coach and Technology Specialist programs to strengthen support and maximize efficiency. Instructional Coaches are now aligned by grade bands and content areas, focusing on job-embedded professional learning, PLC facilitation, and targeted instructional planning. Technology Specialists are assigned by school level to better integrate digital tools into instruction and provide differentiated campus support. This redesign ensures higher-quality coaching and technology integration, aligned with district instructional priorities, while sustaining long-term resources.

Teachers collaborate in PLCs to analyze student data, plan lessons, and monitor interventions. Curriculum remains aligned to TEKS and College Board standards, offering students on-level, advanced, Dual Credit, AP, and Bearcat Collegiate (associate degree) opportunities.

Each campus has certified counselors, and the district partners with Communities in Schools and employs social workers for added family support. Five campuses (Fred Douglass, Perrin, Crutchfield, Fairview, and Washington) provide Spanish Bilingual programming with certified bilingual educators.

Sherman ISD maintains its own police department, led by a Chief of Police, with officers assigned across secondary, elementary, and alternative campuses. The department implements district-wide safety measures through the Standard Response Protocol.

Finally, Human Resources continues to recruit and retain high-quality staff through partnerships, university events, mentoring programs, and New Teacher Orientation. The district also leverages the Teacher Incentive Allotment (TIA) to reward and retain effective educators.



District Processes & Programs Strengths

District Processes and Programs – Strengths

1. **Streamlined Instructional Coaching and Technology Support:** The redesigned IC and TS models provide more focused, higher-quality support for teachers by retaining the strongest staff and aligning their work to district instructional priorities.
2. **Comprehensive Student Support Systems:** SISD integrates MTSS, Communities in Schools, counseling, social workers, and bilingual programs to address both academic and socio-emotional needs of students.
3. **Strong Safety and Security Measures:** The SISD Police Department, with officers strategically assigned across campuses, enhances school safety and fosters trust among staff, students, and families.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behavior incidents continue to disrupt learning across multiple campuses.

Root Cause: Students present with increasingly complex socio-emotional needs, often tied to trauma and outside stressors, while staff report needing additional training and tools to manage behaviors effectively.

Problem Statement 2: Intervention systems at the secondary level are inconsistent, limiting support for students who struggle academically, particularly in secondary math and literacy.

Root Cause: Inconsistent implementation of district intervention expectations at the high school level has resulted in missed opportunities for targeted academic support and progress monitoring.

Problem Statement 3 (Prioritized): Teacher recruitment and retention challenges persist in key shortage areas.

Root Cause: Statewide shortages in bilingual education, special education, and secondary math/ELA, combined with regional competition for talent, make it difficult to sustain a fully certified and experienced teaching workforce.

Perceptions

Perceptions Summary

Sherman ISD continues to gather feedback from staff, students, parents, and community members through surveys such as the Staff Climate Survey, Student Survey, Teacher Survey, and Texas Strategic Leadership Survey. Results from 2024–25 highlight both strong perceptions of opportunities for students and areas where the district can continue to grow.

Stakeholders recognize that Sherman ISD offers a wide variety of academic and extracurricular opportunities, including advanced academics, dual credit, Career & Technical Education (CTE), fine arts, and athletics. Parents and community members value the district’s commitment to ensuring students have access to pathways that prepare them for college, careers, and beyond. Students and families also report that class sizes and welcoming campus environments contribute positively to their learning experiences.

At the same time, survey data indicate a need for improvement in district-level communication, decision-making transparency, and consistency of professional learning opportunities. Staff feedback reflects a desire for clearer alignment between district initiatives and campus-level implementation. These areas will continue to be a focus for improvement to strengthen trust and collaboration across the district.

Overall, perception data show that Sherman ISD is viewed as a district that provides strong student opportunities and fosters positive relationships, while also recognizing the importance of refining communication and alignment to support staff effectiveness and student success.



Perceptions Strengths

Perceptions Strengths

1. **Broad Student Opportunities** – Stakeholders recognize that SISD offers strong academic and extracurricular pathways, including advanced academics, dual credit, CTE, fine arts, and athletics.
2. **Welcoming Campus Environments** – Parents, students, and staff consistently report that campuses foster a positive and inclusive atmosphere.
3. **Community Value of SISD** – Families and community members view the district as a place that provides meaningful opportunities for student growth and long-term success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents report inconsistent and unclear communication from campuses and the district.

Root Cause: Communication practices vary widely by teacher and campus, and district-level messaging is not always streamlined or timely.

Problem Statement 2: Families perceive uneven instructional quality and rigor across campuses.

Root Cause: Curriculum expectations are not always implemented consistently, leading to varied parent experiences of academic challenge.

Problem Statement 3: Parents express concern that struggling learners are not always receiving visible or sufficient support.

Root Cause: Intervention efforts and progress monitoring are not consistently communicated to families, limiting confidence in how student needs are addressed.

Priority Problem Statements

Problem Statement 1: Students identified as economically disadvantaged (73.6%) face significant barriers in academic readiness, particularly in early literacy and mathematics.

Root Cause 1: Many economically disadvantaged students enter school with gaps in foundational literacy, numeracy, and socio-emotional readiness, which impact student performance and long-term achievement.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The district continues to experience challenges in teacher recruitment and retention, with a notable portion of staff being inexperienced or teaching out-of-field.

Root Cause 2: The statewide teacher shortage, coupled with increased competition from neighboring districts and industry growth in the Texoma area, has made it difficult to retain experienced educators.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Significant achievement gaps remain in Reading and Math, particularly for Economically Disadvantaged, Emergent Bilingual, and Special Education students.

Root Cause 3: Instructional strategies and interventions have not consistently closed gaps in foundational literacy and numeracy skills, especially for students requiring differentiated supports.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student behavior incidents continue to disrupt learning across multiple campuses.

Root Cause 4: Students present with increasingly complex socio-emotional needs, often tied to trauma and outside stressors, while staff report needing additional training and tools to manage behaviors effectively.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Teacher recruitment and retention challenges persist in key shortage areas.

Root Cause 5: Statewide shortages in bilingual education, special education, and secondary math/ELA, combined with regional competition for talent, make it difficult to sustain a fully certified and experienced teaching workforce.

Problem Statement 5 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals


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


Performance Objective 1: Develop and implement a comprehensive recruitment and retention strategy that prioritizes competitive compensation, teacher support systems, and targeted pipelines to attract and retain high-quality educators in all content areas.


Evaluation Data Sources: Recruitment and retention data, vacancy reports, exit surveys, TIA participation, climate surveys.

Strategy 1 Details	Reviews			
Strategy 1: Address staffing shortage for bilingual programs by networking with area universities and recruitment from across the state. Strategy's Expected Result/Impact: Teacher positions filled; teacher retention increased. Staff Responsible for Monitoring: Executive Director of HR, Director of Teaching & Learning	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Recruit certified candidates at educator job fairs including regional and university recruitment events. Strategy's Expected Result/Impact: Increase teacher retention; all positions filled in by the first teacher workday in August. Staff Responsible for Monitoring: Executive Director of HR; Principals	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Maintain competitive salary structure through the use of an annual market analysis and salary survey. Strategy's Expected Result/Impact: Increased retention; survey results of improved morale. Staff Responsible for Monitoring: Executive Director of HR	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Participate in TERRP plan (401(a) match) designed to retain employees and encourage employees to save for retirement. Strategy's Expected Result/Impact: Increased retention of teachers; improved reported morale. Staff Responsible for Monitoring: Executive Director of HR	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: Provide employee longevity incentives at the employees' five-year anniversary marks. Strategy's Expected Result/Impact: Improved retention rates. Staff Responsible for Monitoring: Executive Director of HR	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: Research healthcare options for employees. SB 1444 allows TRS-ActiveCare districts the opportunity to leave TRS for better plans. Strategy's Expected Result/Impact: Dependent on the cost analysis, the District may be able to provide better coverage for employees. Staff Responsible for Monitoring: Executive Director of HR, Chief Financial Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
Strategy 7: Maintain a competitive stipend structure by conducting a comprehensive stipend study to evaluate sustainability and appropriateness of stipend amounts. Strategy's Expected Result/Impact: Enhanced recruitment and retention Staff Responsible for Monitoring: Executive Director of HR, Chief Financial Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
Strategy 8: Collaborate with Austin College to develop a partnership between their undergraduate education program and SISD campuses to place education major students in SISD classrooms beginning their freshman year throughout their student teaching and graduation. Strategy's Expected Result/Impact: Higher number of certified teachers developed locally and placed in SISD Staff Responsible for Monitoring: Executive Director of HR	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

Performance Objective 2: Sherman ISD will provide personalized learning opportunities that promote ownership of professional growth and ensure relevant support for employees.

High Priority

Evaluation Data Sources: Professional Development Activity sign-in sheets and teacher self- report.





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus principals will participate in goal setting with all teaching staff for T-TESS. Strategy's Expected Result/Impact: Teacher engagement levels increased with improved instructional outcomes. Staff Responsible for Monitoring: Campus principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop qualified personnel training and support systems to serve our increasing EB/EL population at each campus to maximize student growth. Strategy's Expected Result/Impact: Improved T-TESS ratings, improved test scores, and increased retention. Staff Responsible for Monitoring: Directors of Teaching and Learning</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Special Education teachers will participate in curriculum training focusing on researched- based instructional strategies to meet needs of the diverse learners identified as special education and dyslexic. Strategy's Expected Result/Impact: Increased math and reading scores for students identified as special education and dyslexia. Staff Responsible for Monitoring: Director of Special Populations & Campus Principals</p> <p>Results Driven Accountability</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Kindergarten through third grade teachers, elementary principals, elementary assistant principals, and elementary instructional coaches will participate in the comprehensive model of the TEA required Reading Academies. Strategy's Expected Result/Impact: Improved early reading performance on iReady assessments, overall reading levels; and 3rd grade STAAR Reading performance. Staff Responsible for Monitoring: Directors of Teaching and Learning</p> <p>Results Driven Accountability</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Sherman ISD staff participate in professional development for suicide prevention, child abuse, human trafficking, sexual harassment, violence prevention, trauma-informed care, social-emotional learning and dating violence as required by law during the back to school compliance training.</p> <p>Strategy's Expected Result/Impact: Safe and secure learning environment.</p> <p>Staff Responsible for Monitoring: Coordinator of Counseling and Student Support</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Train campus instructional staff to use effective discipline management practices in order to support the behavior needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased enforcement of the student code of conduct.</p> <p>Staff Responsible for Monitoring: Campus principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: General education teachers will participate in curriculum training focusing on research based instructional strategies to meet the needs of 504 students.</p> <p>Strategy's Expected Result/Impact: Increase academic growth and overall performance of 504 students</p> <p>Staff Responsible for Monitoring: Director of Special Populations</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: District instructional leaders will support campus leaders and teachers by participating in collaborative Professional Learning Communities, data, and planning meetings.

Evaluation Data Sources: PLC data; appraisal data; meeting agendas.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrators will participate in the T-P ESS evaluation system and will create professional goals. All Goals are aligned to campus and district goals.</p> <p>Strategy's Expected Result/Impact: Improved instruction and focused goals that teachers feel are collaborative.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus teachers participate in local Professional Learning Communities on regular basis to foster a supportive and collaborative professional environment.</p> <p>Strategy's Expected Result/Impact: Improved instruction, STAAR improvement, and improved morale.</p> <p>Staff Responsible for Monitoring: Campus leadership</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: SISD assistant principals will meet monthly to focus on specific areas of need and their role/responsibilities in these areas including instruction, discipline, and student relationships.</p> <p>Strategy's Expected Result/Impact: Improved data collection, improved instruction, and improved discipline.</p> <p>Staff Responsible for Monitoring: Directors of of Teaching & Learning</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 4: By September 2026, the SISD Police Department will be fully staffed with at least one officer assigned to each school, with annual progress benchmarks of at least 75% staffing by 2025 and 100% by 2026. Maintain a minimum 90% retention rate among SISD police officers annually through enhanced support, professional development, and incentive programs.

High Priority

HB3 Goal

Evaluation Data Sources: Officers in place





Strategy 1 Details	Reviews			
<p>Strategy 1: Hire experienced law enforcement officers to reach the goal of having at least one SISD SRO on every campus by 2026.</p> <p>Strategy's Expected Result/Impact: Officer satisfaction, Officer retention, and fully staffed department.</p> <p>Staff Responsible for Monitoring: Chief of Police, Chief Financial Officer, Executive Director of HR</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train SISD police officers in School-Based Law Enforcement practices.</p> <p>Strategy's Expected Result/Impact: ISD police officers trained in methods supportive of a school environment. This is an ongoing strategy, once officers are hired they are sent to the required state training.</p> <p>Staff Responsible for Monitoring: Chief of Police</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 5: To strengthen teacher retention and instructional quality, Sherman ISD will implement a mentoring program for all new and DOI teachers. By May 2026, at least 90 percent of participating teachers will complete the mentoring program, and 85 percent will report increased instructional confidence and job satisfaction.

High Priority

Evaluation Data Sources: Mentor/mentee participation logs and feedback survey results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule monthly mentoring meetings with set agendas focused on common challenges like classroom management, lesson planning, and student engagement. Provide annual mentor training focused on coaching and feedback to ensure consistent support for mentees.</p> <p>Strategy's Expected Result/Impact: Teacher engagement levels increased with improved instructional outcomes.</p> <p>Staff Responsible for Monitoring: Campus Admin, Coordinators, Directors of Teaching & Learning</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

Performance Objective 1: All campus leaders including the principal, instructional coach, counselors, and team leads will participate in professional development that results in greater leadership capacity, and leads to improvement of all staff members.

High Priority

Evaluation Data Sources: PLC agendas, TTESS goals, and TPESS goals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for principals and assistant principals to improve decision making, facilitation of Least Restrictive Environment (LRE) discussions, and identifying appropriate accommodations/specially designed instruction in ARD and 504 meetings.</p> <p>Strategy's Expected Result/Impact: Increase achievement of special education students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Director of Special Populations</p> <p>Results Driven Accountability</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct weekly meetings with instructional coaches that includes monitoring their time/actions. These meetings should have a focuses on how and when to coach teachers including leveraging time and other instructional leaders when working with teachers.</p> <p>Strategy's Expected Result/Impact: Teachers utilizing targeted instruction.</p> <p>Staff Responsible for Monitoring: Directors of Teaching & Learning and Curriculum Coordinators</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus leaders will participate in monthly meetings on instruction and operations to provide guidance to school personnel.</p> <p>Strategy's Expected Result/Impact: Improved processes and increased monitoring of key goals on campuses.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Directors of Teaching & Learning</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Team Leads and Department Heads will engage in additional training designed to enhance their leadership capacity by providing comprehensive professional development. This training will equip them with the essential skills, knowledge, and tools to effectively lead their teams and drive improvements in student outcomes across the district.</p> <p>Strategy's Expected Result/Impact: Effective team management and enhanced student outcomes across the district.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Directors of Teaching & Learning Principals, Curriculum Coordinators</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


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

Performance Objective 2: One hundred percent of Campus leaders will participate in training on coaching, data driven instruction, and observation feedback.

High Priority

Evaluation Data Sources: T-PESS; coaching session notes, PLC meeting logs, agendas, and collaboration feedback forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders will participate in supportive coaching from the Teaching & Learning department. Areas of focus will be coaching, modeling, professional development, data analysis and collaborative planning to meet both campus professional goals. There will be a focus on Tier-instruction and High-Quality Instructional Materials usage with an emphasis on Reading, Literacy and Math.</p> <p>Strategy's Expected Result/Impact: Improved instructional models across campuses and increase academic performance in all student groups.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Directors of Teaching & Learning</p>	Formative			Summative
	Dec	Mar	May	June







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

Performance Objective 3: One hundred percent of Sherman ISD police officers will build positive relationships with surrounding law enforcement agencies.

High Priority





Evaluation Data Sources: Presentations, anecdotal reports, and surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Sherman ISD police officers will attend regular meetings with local police departments.</p> <p>Strategy's Expected Result/Impact: Positive relationships with community agencies. This an ongoing strategy, currently Chief of Police attends monthly local area Chiefs meetings and attends monthly NTX ISD Chiefs meetings.</p> <p>Staff Responsible for Monitoring: Chief of Police</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: Develop a process for the transportation department that ensures consistent communication and effective response for all campuses and the transportation of the students.

Evaluation Data Sources: Surveys, anecdotal data, and driver retention data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement action items from the recent audit to strengthen processes, procedures, staffing, and fleet capacity. Strategy's Expected Result/Impact: Implementing the audit's action items will provide clearer operational direction, ensure resources are aligned to department needs, and strengthen the overall effectiveness and reliability of transportation services. Staff Responsible for Monitoring: Director of Transportation</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Transportation Department will participate in professional development thereby increasing the understanding of the roles and responsibilities of school personnel and school operations with students of varying ages and ability levels. Strategy's Expected Result/Impact: The Transportation Department's understanding of school business will increase. Staff Responsible for Monitoring: Director of Transportation</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Assess fleet capacity, future needs, and growth areas to guide strategic purchasing decisions and expansion of vehicles and transportation software. Strategy's Expected Result/Impact: A comprehensive understanding of current fleet capacity and future needs will inform strategic purchasing decisions, ensure resources are allocated effectively, and support the expansion of vehicles and software to meet growing district demands. Staff Responsible for Monitoring: Director of Transportation</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 1: Sherman ISD will cultivate a culture of high standards for curriculum and instruction through a focus on quality, collaboration, flexibility, and relevancy, ensuring all teachers implement the district curriculum with fidelity and engage in ongoing professional learning to strengthen Tier 1 instruction.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the TCMPC and approved HQIM district curriculum materials to align to taught and tested curriculum; and facilitate horizontal and vertical alignment across all grade levels. Teachers will implement the curriculum with fidelity and ensure lessons reflect rigorous, standards-aligned instruction.</p> <p>Strategy's Expected Result/Impact: Improved lesson planning and increased student achievement.</p> <p>Staff Responsible for Monitoring: Directors of Teaching & Learning, Curriculum Coordinators</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional staff will implement instructional frameworks for RLA and Math that outline all the essential components for effectively teaching reading and mathematics from K-12. Implementation will be monitored through lesson plans, walkthroughs, and PLC discussions to ensure alignment, rigor, and consistency across campuses.</p> <p>Strategy's Expected Result/Impact: Improved reading, writing, and math achievement.</p> <p>Staff Responsible for Monitoring: Directors of Teaching & Learning, Curriculum Coordinators</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop lesson plans that incorporate accommodations and instructional strategies designed to meet the individual learning needs of students identified as Special Education, 504, GT, or EB/EL in all content areas. Ensure accommodations and differentiation strategies are documented in lesson plans, monitored through walkthroughs, and discussed in PLCs to verify effective implementation.</p> <p>Strategy's Expected Result/Impact: Increased academic performance of students identified as special education and other special populations.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches and Director of Special Populations</p> <p>Results Driven Accountability</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: RLA and Math teachers provide small group instruction and targeted instruction for all learners. This includes EB/EL, SPED and GT in all learning environments.</p> <p>Strategy's Expected Result/Impact: Improved academic performance and increased student engagement.</p> <p>Staff Responsible for Monitoring: Directors of Teaching & Learning</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The calendar committee will design the academic calendar including the number of days and school hours to maximize support for student achievement and professional development which is supportive of student achievement.</p> <p>Strategy's Expected Result/Impact: Well-designed annual academic calendar.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Maintain and update the Guide for Teaching, Learning and Leadership to support continuous improvement with quality assurances and clear and consistent best practices throughout the district.</p> <p>Strategy's Expected Result/Impact: Clear expectations for teaching and learning; alignment of materials across campuses.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: All elementary and secondary schools will have a written plan to meet any House or Senate bill requirements on accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Appropriate documentation; increase in academic performance.</p> <p>Staff Responsible for Monitoring: Principals, Directors of Teaching & Learning</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Develop and maintain SISD Curriculum Documents for both reading and math to support Unit/TEKS pacing, district approved high-quality instructional materials, instructional frameworks, and researched based instructional strategies for all K-12 teachers.</p> <p>Strategy's Expected Result/Impact: All resources paced and found on the same document for efficiency and to ensure teachers have access to HQIMs and RBIS.</p> <p>Staff Responsible for Monitoring: Directors of Teaching & Learning, Curriculum Coordinators</p> <p>Results Driven Accountability</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Ensure classroom instruction utilizes research-based best practices and that teachers have the training and resources to implement best practices in instruction.</p> <p>Strategy's Expected Result/Impact: Clarification and communication of expectations regarding best practices in Sherman ISD. Evidence of implementation of research-based best practices.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Directors of Teaching & Learning</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide professional development on instructional strategies for small group instruction across all core areas.</p> <p>Strategy's Expected Result/Impact: Increased use of small group instruction and improved academic performance.</p> <p>Staff Responsible for Monitoring: Directors of Teaching & Learning</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 11 Details	Reviews			
<p>Strategy 11: All teacher lesson plans will include the use of district approved high-quality instructional materials. Lessons will incorporate high-level questioning, student discourse, writing, formative assessment, small group instruction and differentiation.</p> <p>Strategy's Expected Result/Impact: Increased academic performance.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches</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: By May 2026, 100% campuses will create systems and structures that support intervention and enrichment opportunities for all students based on assessed needs and interests of students with a focus on closing the achievement gap.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR; iReady; MOY, BOY; Interim Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Based on PLC data analysis, teachers will use the Texas Curriculum Management Program Cooperative (TCPMC), approved SISD curriculum documents, and STAAR aligned regular assessments to monitor student progress and make instructional adjustments in order to target student learning needs.</p> <p>Strategy's Expected Result/Impact: Improved lesson planning and increased student achievement.</p> <p>Staff Responsible for Monitoring: Directors of Teaching & Learning</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be expected to use high-impact instructional strategies that include thinking, reading, writing, and typing (keyboarding) in core K-12 classrooms. This will be monitored through lesson plan analysis and walkthrough data. Include explicit integration of writing and academic vocabulary instruction across all content areas.</p> <p>Strategy's Expected Result/Impact: Improved achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Directors of Teaching & Learning</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement data informed systems and practices that promote academic growth for students.</p> <p>Strategy's Expected Result/Impact: A) Evidence of systems and implementation of best practices, such as PLCs, formative assessments, progress monitoring, interventions and personalized learning. B) Increase in academic growth for economically disadvantaged students comparable to all students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Directors of Teaching & Learning</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Sherman ISD will continue to integrate instructional technology in classrooms across all campuses and grade levels.

Performance Objective 1: Sherman ISD will provide a personalized, flexible, technology-enhanced, and empowered learning environment to improve individual learning outcomes.

Evaluation Data Sources: District Technology Plan, Walk Through Data, Survey Data, Help Desk Analytics, Digital Insight and Clever Analytics, Learning.com student data, Professional Development Attendance documentation





Strategy 1 Details	Reviews			
<p>Strategy 1: All campuses/classrooms will utilize the classroom digital toolkit including interactive panels, student mobile devices, and learning management systems.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and increased student acquisition of Technology Application skills as defined in the Technology Application TEKS and Pre-K Guidelines.</p> <p>Staff Responsible for Monitoring: Director of Technology Services, Director of Instructional and Innovative Technology</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create active learning spaces, remote and in person, suited to different styles of learning. Add collaboration areas or breakout "rooms", project spaces, and virtual opportunities for how students are encouraged to interact with each other. Ensure appropriate power, connectivity, and technology resources are always available.</p> <p>Strategy's Expected Result/Impact: Increased utilization of digital learning tools and techniques; increased student engagement. Positive, flexible learning spaces that are intentionally designed with seamlessly integrated technology both within the traditional classroom or virtual setting.</p> <p>Staff Responsible for Monitoring: Director of Instructional and Innovative Technology, Director of Technology Services</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development, training, and coaching on the implementation of technology in the classroom, including digital literacy, digital citizenship, and designing engaging lessons.</p> <p>Strategy's Expected Result/Impact: Increased utilization of digital learning tools and techniques; increased student engagement.</p> <p>Staff Responsible for Monitoring: Director of Technology Services, Director of Instructional and Innovative Technology</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide comprehensive training to all teachers on district-approved digital resources, including learning management system (LMS) platforms such as Canvas, Google Classroom and SeeSaw.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and performance, increased teacher use of technology, and improved resource management.</p> <p>Staff Responsible for Monitoring: Director of Instructional and Innovative Technology</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Sherman ISD will continue to integrate instructional technology in classrooms across all campuses and grade levels.

Performance Objective 2: Sherman ISD will strategically identify and prioritize the technical foundation required to provide a personalized, flexible, technology-enhanced, and empowered learning environment aligned with district and academic needs.

Evaluation Data Sources: Digital learning plan, PRTG Network Monitoring analytics, Hardware Inventory documentation, Patch Management documentation, Network Schematics, Help Desk analytics,





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop accelerated standards for refresh and replacement of student and teacher devices that reflects the critical need for current licensing and hardware. Replace staff and student devices based on the district refresh standard to maintain and enhance performance, mobility, security, and stability.</p> <p>Strategy's Expected Result/Impact: Provide high availability to digital resources through well designed, innovative technology solutions.</p> <p>Staff Responsible for Monitoring: Director of Technology Services and Director of Innovative and Instructional Technology, Chief Financial Officer</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor, maintain and modernize network infrastructure, including hardware and software.</p> <p>Strategy's Expected Result/Impact: High quality, dependable, secure, agile, and interoperable IT infrastructure. Provide high availability to digital resources through well designed, innovative technology solutions.</p> <p>Staff Responsible for Monitoring: Director of Technology Services</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor and maintain internet bandwidth and connectivity to ensure continuous access to online resources.</p> <p>Strategy's Expected Result/Impact: Provide high availability to digital resources through well designed, innovative technology solutions.</p> <p>Staff Responsible for Monitoring: Director of Technology Services, Director of Innovative and Instructional Technology</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Sherman ISD will continue to integrate instructional technology in classrooms across all campuses and grade levels.

Performance Objective 3: Sherman ISD will create a safe and secure learning environment for staff and students.

High Priority

Evaluation Data Sources: Filtering system analytics, Lightspeed Alert analytics, CrowdStrike analytics, DUO MFA analytics, Vulnerability Assessments, Visitor Logs, Centegix analytics

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and maintain a cybersecurity policy, including data privacy, Acceptable Use Policies, and digital citizenship.</p> <p>Strategy's Expected Result/Impact: Secure and protect staff and students with reliable information services and clear security protocols.</p> <p>Staff Responsible for Monitoring: Director of Technical Services, Director of Innovative and Instructional Technology</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Leverage local, state and federal funding programs for safety and security related technology, such as monitoring detection and response software, identity protection and authentication solutions, and end point protection.</p> <p>Strategy's Expected Result/Impact: Cost effective solutions that enhance the everyday physical and cyber environments and improves safety. Long Term: School campuses and learning environments that are free of risk or harm that are safe for students and staff.</p> <p>Staff Responsible for Monitoring: Director of Technical Services, Director of Innovative and Instructional Technology</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ongoing training to staff and students to ensure they are up to date on cybersecurity and are aware of the signs of suspicious activity and how to report incidents to the appropriate personnel.</p> <p>Strategy's Expected Result/Impact: Continued protection of private and confidential information, minimized exposure to cyber attacks, and a mature risk-based security program.</p> <p>Staff Responsible for Monitoring: Director of Innovative and Instructional Technology, Director of Technical Services</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: The percentage of 3rd grade students that meet grade level or above on STAAR Math will increase from 25% (June 2025) to 75% by June 2027. Our goal for year 2 is 50%.

The percentage of 3rd-grade students that meet grade level or above on STAAR RLA will increase from 38% (June 2025) to 75% by June 2027. Our goal for year 2 is 55%.


High Priority


HB3 Goal

Evaluation Data Sources: STAAR, iReady Data, Interim Assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher knowledge and focus on student mastery in mathematics through the area of number sense via implementation of new HQIM Stemsscopes Math (K-8) and middle school Algebra I.</p> <p>Strategy's Expected Result/Impact: Student achievement in assessment measures in mathematics will increase.</p> <p>Staff Responsible for Monitoring: Principals, Teaching & Learning Department</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students identified as emergent bilingual will realize or exceed their annual growth goal in both reading and math as measured by iReady.</p> <p>Staff Responsible for Monitoring: Principals, Teaching & Learning Department</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Restructuring of the GT program and ongoing support for teachers in differentiation and extended learning opportunities to meet the needs of GT students.</p> <p>Strategy's Expected Result/Impact: Increased scores on national, state, and local assessments for GT students.</p> <p>Staff Responsible for Monitoring: Directors of Teaching & Learning and campus principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strengthen instructional approaches around identifying gaps in literacy foundational skills (reading and writing) and math and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p>Strategy's Expected Result/Impact: Student achievement in assessment measures for early literacy and math will increase.</p> <p>Staff Responsible for Monitoring: Teaching & Learning Department</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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





Performance Objective 2: The percentage of students in Special Education in 3rd-Grade Math that meet grade level or above will increase from 9% (June 2023) to 28% by June 2027. Our goal for year 2 is 25%

The percentage of students in Special Education 3rd-Grade RLA that meet grade level or above will increase from 12% (June 2025) to 32% by June 2027. Our goal for year 2 is 28%

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, iReady Data, and IEP Goals.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop lesson plans that incorporate differentiated instructional design to meet the individual learning needs of special education 3rd grade RLA students.</p> <p>Strategy's Expected Result/Impact: Increased academic performance of students identified as special education.</p> <p>Staff Responsible for Monitoring: Directors of Teaching & Learning and Director of Special Populations</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor progress of special education students by running failure reports at every progress report interval and meet with staff to identify cause of failure or lack of progress.</p> <p>Strategy's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Director of Special Population</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: The percentage of 6th grade students that meet grade level or above on STAAR Math will increase from 26% (June 2023) to 75% by June 2027. Our goal for year 2 is 45%

Middle school goal (HB3 goal) The percentage of 6th grade students that meet grade level or above on STAAR RLA will increase from 36% (June 2023) to 75% by June 2027. Our goal for year 2 is 55%.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance 6th-grade math and reading performance on the STAAR by implementing targeted, data-driven interventions, including differentiated instruction and focused tutoring. Provide ongoing teacher training in best practices for math and literacy instruction, and offer extended learning opportunities for students through after-school programs and small group sessions.</p> <p>Strategy's Expected Result/Impact: Year 1 goals: 36% in math and 45% in reading will meet or exceed grade level.</p> <p>Staff Responsible for Monitoring: Principals, Teaching & Learning Department</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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





Performance Objective 4: The percentage of students in Special Education 6th-Grade Math that meet grade level or above will increase from 1% (June 2023) to 28% by June 2027. Our goal for year 2 is 10%.

The percentage of students in Special Education 6th-Grade RLA that meet grade level or above will increase from 25% (June 2023) to 32% by June 2027. Our goal for year 2 is 28%.

High Priority

HB3 Goal

Evaluation Data Sources: iReady Academic Growth Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement individualized support and targeted interventions for 6th-grade Special Education students in math and reading through the use differentiated instruction, specialized resources, and small-group tutoring. Strategy's Expected Result/Impact: Year 1 goals: 5% of students will meet grade level in math and 28% in reading. Staff Responsible for Monitoring: Principals, Teaching & Learning Department</p> <p>Results Driven Accountability</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development for teachers with differentiated instruction and specialized resources for supporting Special Education students and regularly track progress through assessments. Strategy's Expected Result/Impact: Increased academic performance of special education students Staff Responsible for Monitoring: Director of Special Populations</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: The percentage of students (grades 9-12) completing dual credit courses in any subject will increase from 30.8% (June 2023) to 45.8% by August 2027. Our goal for year 2 is 40%.

High Priority

HB3 Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: Continued support of enrollment in the Associates Degree program developed with Grayson College. This program is referred to as the Bearcat Collegiate Program.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in dual credit courses.</p> <p>Staff Responsible for Monitoring: Principal, Teaching & Learning Department, CTE/CCMR Coordinator</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will expand access to dual credit courses by increasing student and parent awareness, strengthening partnerships with colleges, providing academic support, certifying more teachers for dual credit instruction, and closely monitoring progress to meet the goal of increasing student participation to 36% in year 1 and 45.8% by 2027.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in dual credit courses.</p> <p>Staff Responsible for Monitoring: Principal, Teaching & Learning Department CTE/CCMR Coordinator</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 6: The percentage of students that meet grade level or above on the Algebra 1 EOC will increase from 26% (June 2023) to 70% by June 2027. Our goal for year 2 is 55%.

High Priority

HB3 Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: Strengthen Algebra 1 EOC performance by providing targeted math interventions, implementing data-driven instruction, and offering regular tutoring and support.</p> <p>Strategy's Expected Result/Impact: 55% of students will meet or exceed grade level on the Algebra 1 EOC by June 2026.</p> <p>Staff Responsible for Monitoring: Principals, Teaching & Learning Department</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 7: The percentage of students that meet grade level or above on the English 1 EOC will increase from 45% (June 2023) to 72% by June 2027. Our goal for year 2 is 65%.

High Priority

HB3 Goal





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement targeted interventions to improve English 1 EOC performance by focusing on differentiated instruction, intensive reading support, and regular progress monitoring.</p> <p>Strategy's Expected Result/Impact: Increased student literacy skills, as evidenced by higher reading comprehension and writing proficiency.</p> <p>Staff Responsible for Monitoring: Principal, Teaching & Learning Department</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 8: The percentage of graduates that meet the criteria for CCMR (student achievement) will increase from 56.6% (June 2022) to 88% by August 2027. Our goal for year 2 is 80%.

High Priority





HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the percentage of industry-based certifications earned by students. Strategy's Expected Result/Impact: The percentage of industry-based certifications earned by students will increase. Staff Responsible for Monitoring: Teaching & Learning Department, CTE/CCMR Coordinator</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the percentage of CTE completers by providing curriculum, equipment, and resources necessary to prepare all students with industry relevant knowledge and skills. Strategy's Expected Result/Impact: Increase the percentage of CTE completers by providing curriculum, equipment, and resources necessary to prepare all students with industry relevant knowledge and skills. Staff Responsible for Monitoring: Teaching & Learning Department CTE/CCMR Coordinator</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase participation and performance in AP and Advanced Academic courses by expanding student support, enhancing teacher training, promoting awareness, and ensuring equitable access for all students. Strategy's Expected Result/Impact: Increased enrollment and improved performance in AP and Advanced Academic courses, especially among underrepresented groups. Staff Responsible for Monitoring: Principal, Teaching & Learning Department</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Sherman ISD will empower, engage, and equip students to be successful in a diverse and complex world.

Performance Objective 1: Students in SISD will have an opportunity to participate in a co-curricular or extra-curricular activity enhancing student engagement and academic success.





Evaluation Data Sources: Class enrollment, surveys, and use of Xello.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses will provide and promote a variety of co-curricular and extracurricular opportunities, ensuring all students are encouraged and supported to participate in at least one activity each year.</p> <p>Strategy's Expected Result/Impact: Increased engagement and increased attendance.</p> <p>Staff Responsible for Monitoring: Principals, Counselors</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand after-school clubs and organizations focusing on academics and technology at all schools.</p> <p>Strategy's Expected Result/Impact: Increased attendance and increased community support.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increased community awareness of fine arts through community performances, social media, campus staff highlights, and cross-curricular performances.</p> <p>Strategy's Expected Result/Impact: Increased fine arts involvement by students.</p> <p>Staff Responsible for Monitoring: Fine Arts Lead</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 100% of SISD campuses will provide and attend musical programs for grades K-12 to promote knowledge and understanding of audience participation and etiquette.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for students to experience Fine Arts performances and presentations provided by SISD programs</p> <p>Staff Responsible for Monitoring: Fine Arts Lead & Campus Principals</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Sherman ISD will empower, engage, and equip students to be successful in a diverse and complex world.

Performance Objective 2: All campuses will participate in aligned character and leadership development programs-Conscious Discipline (ECC), Leader in Me (elementary), and Peer Helpers (secondary). Each month, campuses will focus on a common character trait designed to equip students with the mindset, skills, and resilience needed to thrive in a diverse and complex world.





Evaluation Data Sources: Discipline data, surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will demonstrate an increased self-regulation, leadership, and peer support skills. Campuses will have shared language and practices around social-emotional learning and leadership.</p> <p>Strategy's Expected Result/Impact: Sense of well-being and involvement</p> <p>Staff Responsible for Monitoring: Directors of Teaching & Learning</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Sherman ISD will empower, engage, and equip students to be successful in a diverse and complex world.

Performance Objective 3: All campuses will employ positive behavior intervention supports PBIS, integrate social emotional learning and utilize restorative practices to ensure a safe, positive and orderly environment.

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all campuses on Positive Behavior Intervention Supports (PBIS), Interventions, and consulting with Safe and Civil Schools to integrate PBIS best practices.</p> <p>Strategy's Expected Result/Impact: Improve climate and culture on each campus</p> <p>Staff Responsible for Monitoring: Director of Student Services, Director of School Safety</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and acquire Social Emotional Learning (SEL) resources that are suitable and accessible for both students and adults.</p> <p>Strategy's Expected Result/Impact: Increase sense of well-being for staff and students</p> <p>Staff Responsible for Monitoring: Director of Student Services, Coordinator of Counseling</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional learning on the effective use of restorative practices and restorative measures.</p> <p>Strategy's Expected Result/Impact: Increase level of student well-being support and improve climate and culture on each campus.</p> <p>Staff Responsible for Monitoring: Director of Student Services, Director of School Safety</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Sherman ISD will empower, engage, and equip students to be successful in a diverse and complex world.

Performance Objective 4: All SISD students and staff will participate in social/emotional learning programming having a positive impact on academic performance, health, relationships, and citizenship.

HB3 Goal

Evaluation Data Sources: Discipline referrals, attendance, monthly counselors' report, pre/post surveys, CIS data, and improved academic performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Sherman ISD will continue to provide consistent social emotional learning of the following: Frogstreet for Pre-K students; Morning meetings for K-5 students; Peer Helpers for 6th-12th grade students. Strategy's Expected Result/Impact: Increased self-regulation behaviors, social skills, college and career preparedness Staff Responsible for Monitoring: Campus principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Sherman ISD will continue striving to meet the social, emotional, and academic needs of all students by fully implementing the Texas Model of Comprehensive School Counseling. School counselors will provide guidance, individual planning, and responsive services to students. Strategy's Expected Result/Impact: Increased self-regulation behaviors, social skills, college and career preparedness Staff Responsible for Monitoring: Coordinator of Counseling and Student Support, campus principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Sherman ISD will aim to meet the mental health needs of students by providing access to mental health counseling services through student support counselors, TCHAT, and Communities in Schools clinical services serving all campuses Strategy's Expected Result/Impact: Increased self, behaviors, social skills, college and career preparedness Staff Responsible for Monitoring: Coordinator of Counseling and Student Support</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Sherman ISD will strive to eliminate barriers to student success by partnering with Communities in Schools to provide interventions to high-need students and families. CIS will place trained staff on SISD campuses who will deliver the four main components of service delivery of their evidenced program. These include interventions addressing academics, behavior/mental health, social services, and attendance.</p> <p>Strategy's Expected Result/Impact: Improved attendance, behavior, academics of case managed students.</p> <p>Staff Responsible for Monitoring: Coordinator of Counseling and Student Support</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Sherman ISD will prioritize the importance of excellent student attendance by fully implementing Project Truancy/Truancy Tribunal process.</p> <p>Strategy's Expected Result/Impact: Improved attendance and academic achievement of students who participate in the Truancy Tribunal process.</p> <p>Staff Responsible for Monitoring: Campus administrators, Director of Student Services, and Coordinator of Counseling</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Every campus will have a team of campus and district professionals trained in behavioral Threat Assessment to address mental health and behavior needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased student self-regulation; decrease in discipline.</p> <p>Staff Responsible for Monitoring: Campus principals, Coordinator of Counseling, Police Chief</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: SISD will provide suicide prevention programming to all secondary campus students by using Hope Squad and Grant Halliburton presentations.</p> <p>Strategy's Expected Result/Impact: Increased student self-regulation, increase student knowledge of resources.</p> <p>Staff Responsible for Monitoring: Coordinator of Counseling and Student Support, school counselors</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Sherman ISD will train all staff in trauma informed schools and classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers will be more equipped to teach and support students with a trauma background.</p> <p>Staff Responsible for Monitoring: Coordinator of Counseling, Director of Student Services</p>	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 7: Sherman ISD will develop a balanced annual budget and maximize resources needed to achieve district priorities.

Performance Objective 1: SISD will ensure long-term financial stability and fiscal integrity.





Evaluation Data Sources: Budgets, Financial Rating

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all policies, guidelines and laws are being followed when federal, state or local funds are being used to support students or district programs.</p> <p>Strategy's Expected Result/Impact: Increased compliance by all staff, audit reports will continue to show sound fiscal practices.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze monthly financial reports, annual financial reports, FIRST Rating Indicators and annual debt requirements on a regular basis throughout the fiscal year.</p> <p>Strategy's Expected Result/Impact: Maintain high standards of financial compliance.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8: Sherman ISD will continue to monitor and plan for district facility needs.

Performance Objective 1: Sherman ISD will provide exceptional facilities for students and staff in order to ensure a safe and secure educational setting, address educational capacity, and improved operational efficiency, and make sure to provide the best value to Sherman ISD.





Evaluation Data Sources: Surveys and community reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide updates on bond capacity and capital improvement projects in progress.</p> <p>Strategy's Expected Result/Impact: Written and oral updates that accurately describe start-to-finish cycles of project work.</p> <p>Staff Responsible for Monitoring: Director of Capital Projects</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8: Sherman ISD will continue to monitor and plan for district facility needs.

Performance Objective 2: Ensure district operations and infrastructure promote student and staff learning.





Evaluation Data Sources: Completed projects.

Strategy 1 Details	Reviews			
<p>Strategy 1: Facility Condition & Cleanliness-Maintain safe, clean, and conducive learning environments across all district facilities.</p> <p>Strategy's Expected Result/Impact: Students and staff will benefit from clean, well-maintained, and safe facilities that promote daily attendance, reduce health and safety incidents, and create an environment conducive to teaching and learning.</p> <p>Staff Responsible for Monitoring: Director of Maintenance and Operations</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Energy Efficiency & Sustainability-Improve energy efficiency and reduce operational costs through sustainable maintenance practices.</p> <p>Strategy's Expected Result/Impact: The district will reduce overall utility consumption and operational costs while extending the lifespan of equipment and facilities through the implementation of energy-efficient systems and sustainable maintenance practices.</p> <p>Staff Responsible for Monitoring: Director of Maintenance and Operations</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Customer Service & Responsiveness-Ensure timely response to work orders and maintenance requests to minimize instructional disruptions.</p> <p>Strategy's Expected Result/Impact: Timely and efficient responses to maintenance requests will minimize disruptions to the learning environment, support uninterrupted instruction, and improve overall satisfaction among staff and campus leaders.</p> <p>Staff Responsible for Monitoring: Director of Maintenance and Operations</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Students, parents, and community members will have multiple, accessible opportunities to provide feedback on the overall Sherman ISD experience to inform continuous improvement and strengthen family-school partnerships.





Evaluation Data Sources: Parent survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule parent conferences at all elementary schools at least once per year to foster communication, share student progress, and gather parent feedback to guide campus improvement efforts.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize a variety of communication tools and platforms to share timely information with parents and guardians in clear, accessible formats and preferred languages to ensure understanding and engagement.</p> <p>Strategy's Expected Result/Impact: Parent involvement.</p> <p>Staff Responsible for Monitoring: Chief Communication Officer, Principals</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: SISD will provide diverse and meaningful opportunities for parents to engage and partner with campus and district stakeholders to support student success and continuous improvement.

Evaluation Data Sources: Sign in sheets, parent compacts, and parent meeting agendas.





Strategy 1 Details	Reviews			
<p>Strategy 1: Principals will meet at least twice each semester with their PTA executive leadership to plan for parent engagement.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in PTA.</p> <p>Staff Responsible for Monitoring: Principals, Director of Student Services</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All parents will have the opportunity to participate in one or more "parent engagement" activity at the school or district level.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement.</p> <p>Staff Responsible for Monitoring: Principals, Director of Student Services</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: District-level committees, including the Ambassador Academy, SHAC, and the District Site-Based Committee, will be formed to provide input and feedback on programs and initiatives. These committees will play a key role in shaping decisions and ensuring that district goals reflect the needs and priorities of the community.</p> <p>Strategy's Expected Result/Impact: Parent involvement, improved decision making</p> <p>Staff Responsible for Monitoring: Director of Student Services, Assistant Superintendent</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Community members will be engaged in opportunities to positively impact student learning.

Evaluation Data Sources: Participation numbers, donations received





Strategy 1 Details	Reviews			
Strategy 1: SISD will educate the community about district needs and ways to get involved. Strategy's Expected Result/Impact: Increased participation Staff Responsible for Monitoring: Chief Communications Officer, Directors of Partners in Education and SEF	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: SISD will build relationships and foster connections between community members and staff. Strategy's Expected Result/Impact: Increased partnerships Staff Responsible for Monitoring: Chief Communications Officer, Directors of Partners in Education and SEF	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: SISD will recruit volunteers and solicit donations to meet the needs of students, staff and families. Strategy's Expected Result/Impact: Increased involvement, support Staff Responsible for Monitoring: Chief Communications Officer, Directors of Partners in Education and SEF	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Businesses and community organizations will be invited to participate in educational and character development programs. Strategy's Expected Result/Impact: Increased involvement Staff Responsible for Monitoring: Chief Communications Officer, Directors of Partners in Education	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: SISD will recognize and demonstrate appreciation for stakeholder contributions. Strategy's Expected Result/Impact: Continued willingness to be involved Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Dec	Mar	May	June

Strategy 6 Details	Reviews			
Strategy 6: SISD will encourage voter registration and participation in district elections. Strategy's Expected Result/Impact: Increased turnout, engagement Staff Responsible for Monitoring: Chief Communications Officer, Superintendent	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 4: The Sherman community will exhibit a sense of pride in Sherman ISD schools and traditions.





Evaluation Data Sources: Involvement, Attendance at events, positive discourse in online media

Strategy 1 Details	Reviews			
Strategy 1: SISD will celebrate and inform the community of school, student and staff achievements. Strategy's Expected Result/Impact: Enhanced reputation, Staff retention, Encourage further achievement, Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: SISD will publicize school events and activities to encourage involvement and attendance. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: SISD will honor the district's history and celebrate a legacy of excellence. Strategy's Expected Result/Impact: Increased pride and investment in Sherman schools Staff Responsible for Monitoring: Chief Communications Officer, Superintendent	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 5: Sherman ISD will continue to engage multiple stakeholders, including the Texas Education Agency and Region 10 Educational Service Center, to initiate the strategic plan for improvement.

Evaluation Data Sources: Texas Strategic Leadership strategic plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Sherman ISD will assess current district practices and develop a strategic plan for continuous improvement in year two, including systems to promote excellence across our district.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and educational experience for all students</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of Teaching and Learning, Executive Leadership Team</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

RDA Strategies

Goal	Objective	Strategy	Description
1	2	3	Special Education teachers will participate in curriculum training focusing on researched- based instructional strategies to meet needs of the diverse learners identified as special education and dyslexic.
1	2	4	Kindergarten through third grade teachers, elementary principals, elementary assistant principals, and elementary instructional coaches will participate in the comprehensive model of the TEA required Reading Academies.
2	1	1	Provide professional development for principals and assistant principals to improve decision making, facilitation of Least Restrictive Environment (LRE) discussions, and identifying appropriate accommodations/specially designed instruction in ARD and 504 meetings.
3	1	3	Develop lesson plans that incorporate accommodations and instructional strategies designed to meet the individual learning needs of students identified as Special Education, 504, GT, or EB/EL in all content areas. Ensure accommodations and differentiation strategies are documented in lesson plans, monitored through walkthroughs, and discussed in PLCs to verify effective implementation.
3	1	8	Develop and maintain SISD Curriculum Documents for both reading and math to support Unit/TEKS pacing, district approved high-quality instructional materials, instructional frameworks, and researched based instructional strategies for all K-12 teachers.
5	4	1	Implement individualized support and targeted interventions for 6th-grade Special Education students in math and reading through the use differentiated instruction, specialized resources, and small-group tutoring.

Title I

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Addendums

District Improvement Plan

2025-2026: Addendum



SHERMAN
INDEPENDENT SCHOOL DISTRICT

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the person responsible will report progress to the campus/district site-based committee.

Supporting and Reference Documents

Requirement	References	Person(s) Responsible	Supporting Documentation
1. Bullying ● Prevention, identification, response to and reporting of bullying or-bullying-like-behavior	TEC 37.0832 Sherman ISD Board Policy FFI (Local)	School Leadership and Support	Student Handbook FFI (Local) - Student Welfare: Freedom From Bullying
2. School Resource Officers	S.B. No.1707 Duties of School District Peace Officers	Operations	CKEC (Legal) Security Personnel: School Resource Officers
3. CTE Perkins	CTE: Perkins V [Section 3(48)]	CTE/CCMR	CTE Comprehensive Local Needs Assessment (CLNA)

<p>4. Coordinated School Health Program</p> <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	<p><u>TEC 11.253(d)</u></p> <p><u>Board Policy FFA (Local)</u></p>	<p>Teaching & Learning</p>	
<p>5. DAEP Requirements</p> <ul style="list-style-type: none"> ● Student groups served - monitoring over-representation ● Attendance rates ● Pre and post-assessment results 	<p><u>TEC 37.008</u></p> <p><u>TAC 19 103.1201(b)</u></p> <p><u>Board Policy FOCA (Local)</u></p>	<p>Teaching & Learning</p>	


<ul style="list-style-type: none"> ● Dropout rates ● Graduation rates ● Recidivism rates 			
6. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> ● Evaluation - every two years 	TEC 11.252(d)		
7. Dropout Prevention	TEC 11.252	Teaching & Learning	
8. Dyslexia Treatment Programs <ul style="list-style-type: none"> ● Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Teaching & Learning	
9. Title I, Part A - ESSA Descriptors		Teaching & Learning and Federal and Special Programs	Title I, Part A- Descriptions in ESSA
10. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual 	P.L. 107-110, Section 1415(b)	Teaching & Learning and Federal and Special Programs	

<ul style="list-style-type: none"> ● Migrant Services Coordination ● A priority services action plan with instructional interventions based on disaggregated migrant student data 			
<p>11. Title II, Part A</p> <p>ESSA Meaningful Consultation</p> <ul style="list-style-type: none"> ● Meaningfully consult with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, and community partners. ● Use data and ongoing consultation to continually update and improve Title II, Part A activities. ● Seek advice from individuals and organizations as described above regarding how best to improve the district’s activities to meet the purpose of Title II, Part A. <p>ESSA Funding Coordination</p>	<p>Section 2102(b)(3)(A)</p> <p>Section 2102(b)(2)(D)</p> <p>Section 2102(b)(3)(B)</p> <p>Section 2102(b)(2)(F)</p> <p>Section 2102(b)(2)(C)</p>	<p>Teaching & Learning and Federal and Special Programs</p>	

<ul style="list-style-type: none"> • Coordinate Title II, Part A professional development activities with professional development activities provided through other federal, state, and local programs. <p>ESSA Funding Prioritization</p> <ul style="list-style-type: none"> • Prioritize funds to schools served under School Support & Improvement and that have the highest percentage of children counted in the State’s Title I formula. 			
<p>12. Title IV</p> <ul style="list-style-type: none"> • 100 percent of Title IV funds are transferred to Title II and follow Title II program requirements. 		Teaching & Learning and Federal and Special Programs	
<p>13. Pregnancy Related Services</p> <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Teaching & Learning and Counseling	
<p>14. Post-Secondary Preparedness/Higher Ed Information/Career Education</p>	<p>TEC 11.252 (4) TEC 11.252 (3)(G)</p>	Teaching & Learning	

<ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ◦ Higher education admissions and financial aid, including sources of information ◦ TEXAS grant program ◦ Teach for Texas Grant programs ◦ The need to make informed curriculum choices for beyond high school ◦ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
15. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals	Every Student Succeeds Act (ESSA)	Human Resources	

<ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements • Strategies and activities ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 			
16. Sexual Abuse and Maltreatment of Children	TEC 38.004(c) TEC 11.252(9) Board Policy FFG(Legal) Board Policy FFG(Local)	School Leadership and Support and Counseling	
17. Student Welfare: Crisis Intervention Programs and Training <ul style="list-style-type: none"> • District Program(s) selected 	Health and Safety Code Ch. 161, Subchapter 0-1 Sec. 161.325(f)(2)	School Leadership and Support and Counseling	Sherman ISD Suicide Prevention Plan 2024-25-documents available in Sherman ISD Counselors in house website

<p>from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:</p> <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel 	<p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFEB(Legal)</p> <p>Board Policy DMA(Legal)</p>		<p>Partnership with Grant Halliburton for Suicide Prevention Education of all secondary students https://www.granthalliburton.org/</p> <p>Peer Helpers Plus</p> <p> Mental Health Resources.docx</p> <p>Partnership with www.texomacc.org for mental health crisis intervention, substance abuse intervention programming.</p>
<p>18. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <p>Methods for addressing:</p> <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and 	<p>TEC 11.252(a)(3)(e)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal)</p> <p>Board Policy FFH(Local)</p>	<p>School Leadership and Support and Counseling</p>	

<p>intervention programs</p> <ul style="list-style-type: none"> ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>		
<p>19. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities -designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>School Leadership and Support</p>	
<p>20. Technology Integration in Instruction and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Technology</p>	