

Sherman Independent School District
Sherman High School
2025-2026 Campus Improvement Plan



Mission Statement

The mission of Sherman High School is to empower all students to embrace tradition, unity, excellence and become lifelong learners.

Vision

Sherman High School...Building on a strong foundation for a promising future.

Value Statement

Learning – Supporting a learning environment that continuously motivates all individuals to excel;

Relationships – Creating and maintaining meaningful relationships among students, families, teachers, staff, and community partners;

Integrity – Conducting ourselves with honesty and responsibility;

Accountability – Demonstrating a personal and institutional accountability for student learning, ethical conduct, and adherence to mandates, policies, and procedures;

Innovation – Challenging ourselves to create unique ideas and innovative solutions in a technology rich environment;

Respect – Promoting a school community that appreciates the value of students, families, colleagues, and cultures;

Service -Dedicating ourselves to delivering excellent service.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sherman High School is the only high school in the Sherman Independent School District (SISD). Sherman High School is currently located in the western part of the Grayson County bordered by rural farmland to the east and working class communities to the west. It has an enrollment of 2094 (0/19/2025) students and is currently classified as a 5A school by the University Interscholastic League. Sherman High School students are classified as economically disadvantaged and represent our largest at risk student population. These subpopulation percentages have remained relatively constant in proportion to the growing student population. Sherman ISD has seen considerable growth with Sherman High School increasing by more than 250 students in the last two years. An analysis of students placed into special programs indicates that Sherman High School has approximately 13.4% of the student population qualifying for special education and/or 504 services. These students are served through a continuum of services that align with the model and goals of the Sherman ISD.

Student Demographics:

Ethnicity	Percentage
White	30.61
Hispanic-Latino	48.28
Two or More Races	5.83
African-American	10.94
American Indian	0.76
Asian	3.49
Pacific Islander	0.1

Sherman High School serves a large number of students who are classified as economically disadvantaged (62.23%), making them the school’s most significant at-risk population. The size of this group has remained steady, even as the overall student body has continued to grow. Sherman High School serves a diverse range of special populations, including students receiving special education and 504 services, those identified as Gifted and Talented, and students participating in bilingual or English as a Second Language programs.

Program	Percentage
Special Ed/504	12.9
Gifted & Talented	14.7
Bilingual/ESL	23.9
Other/General Ed	48.5

Teacher Demographics: (Coming soon)

Parent & Community

Parent and community involvement in the school is strong. There is an active PTA, multiple Booster organizations, and an active Education Foundation. Sherman High School students and staff are supported through business and church partnerships that provide resources, food for various programs and activities, and scholarships for graduating seniors. Sherman High School has a strong partnership with Grayson College and Austin College, working with both to provide opportunities for high school students and working with college students from both schools on projects, program support, and student teaching placements.

Demographics Strengths

1. Sherman High School has a diverse student population.
2. Sherman High School has a strong Advanced Academic program, including Advanced Placement (AP), Dual Credit Program, and is working with National Math Science Institute (NMSI) to support and enhance the AP Program particularly for under-represented sub-populations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a lack in HQIM curriculum in English as a Second Language (ESL) programs.

Root Cause: With the growing population of ELL students, the need has grown faster than expected

Student Learning

Student Learning Summary

Texas Education Agency
2025 Accountability Rating Overall Summary
SHERMAN H S (091906002) - SHERMAN ISD - GRAYSON COUNTY
* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		79	C	
Student Achievement		80	B	0%
STAAR Performance	45	73		
College, Career and Military Readiness	86	88		
Graduation Rate	96.3	80		
School Progress		83	B	70%
Academic Growth	67	69	D	
Relative Performance (Eco Dis: 68.8%)		83	B	✓
Closing the Gaps	48	70	C	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Student Learning Strengths

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of growth in student achievement as measured by Algebra I EOC, and both ELA 1 and 2 EOCs

Root Cause: Re-testers who are not currently receiving Algebra I instruction showed lack of success on meeting standard on the EOC. Turnover of staff has also attributed to the lack of consistency in the programs

Problem Statement 2: Students were unable to meet TSIA standards to be considered CCMR ready.

Root Cause: Lack of training for students and staff in the TSIA testing expectations

School Processes & Programs

School Processes & Programs Summary

School Structure and Schedule

Sherman High School is a comprehensive 5A high school that operates on a modified block schedule. The schedule includes two periods meeting every day and three periods meeting on alternate days. Daily classes are approximately 50 minutes long, while block classes on alternating days run for about 90 minutes. In addition, a 25-minute tutoring and support period, called Bearcat Time, is built into the schedule.

Graduation Requirements and Curriculum

The school follows the State of Texas guidelines for graduation, with students earning credits for each successfully completed course. All courses are aligned with the Texas Essential Knowledge and Skills (TEKS) and, for Advanced Placement courses, the College Board curriculum. Course offerings vary in rigor and are available at the on-level, Pre-Advanced Placement, Dual Credit, and Advanced Placement levels.

Specialized Programs and Support

Sherman High School offers resource and foundational classes to support students identified under special education. In addition, students have access to Social Skills classes, which provide targeted instruction to strengthen communication, interpersonal skills, and self-management strategies. These programs are designed to meet the needs of diverse learners while maintaining alignment with district and state educational goals.

Career and Technical Education (CTE)

Students also have access to a wide range of sequenced Career and Technical Education (CTE) programs. These courses are aligned with state curriculum standards, business and industry expectations, and in some cases provide pathways toward certification. The school maintains articulation agreements with Grayson College and other technical colleges and programs, giving students additional opportunities for career readiness. The inclusion of the Texas College Bridge program in English and math classes provides students with added support for college readiness, ensuring they are well-prepared for postsecondary academics.

College, Career, and Military Readiness (CCMR)

Sherman High School places a strong emphasis on College, Career, and Military Readiness (CCMR). Students have access to multiple pathways that prepare them for life after graduation, including earning dual credit through partnerships with Grayson College, obtaining industry-based certifications through CTE programs, and exploring military service opportunities as part of their postsecondary planning. By offering these options, the school ensures that graduates are equipped with the academic preparation, technical skills, and career knowledge necessary to succeed in whichever path they choose.

School Processes & Programs Strengths

1. Sherman High School offers multiple levels in most academic courses.
2. Sherman High School offers a significant number of Advanced Placement and Career and Technical courses.
3. Sherman High School also has a student support center with two social and mental health counselors and a community in schools representative.
4. Sherman High School has a CCMR center that is staffed with a CCMR program coordinator to support post secondary.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for consistent implementation of campus processes and supervision to keep students in the classroom learning during instructional times.

Root Cause: There is a lack of available staff to consistently monitor all areas of the building during instructional times, e.g., hallways, collaboration spaces, cafeteria and other common areas.

Problem Statement 2: The enrollment in Advanced Placement courses does not reflect the student demographics of the campus.

Root Cause: There is under-representation in Advanced Placement course enrollment among students who are African American and Hispanic.

Problem Statement 3: There is no district provided/adopted curriculum to set the standard for rigor.

Root Cause: When teachers have to develop their own curriculum as they go, write their own assessments, and determine vertical and horizontal alignment, student learning progress is minimal.

Perceptions

Perceptions Summary

Feedback about Sherman High School reflects a range of perspectives that highlight both strengths and ongoing challenges. On the positive side, the school is often recognized for its committed and hardworking teaching staff, who are seen as dedicated to student success. The campus maintains a strong graduation rate and offers students access to a wide variety of academic pathways, including Advanced Placement courses, dual credit opportunities, and hands-on learning experiences through Career and Technical Education programs. These elements contribute to a reputation for academic competitiveness and provide students with multiple avenues for college and career readiness.

At the same time, stakeholders have identified several areas of concern. Student culture is sometimes described as contributing to divisions among peer groups, while school spirit and campus culture receive mixed reviews, with some noting a need for more inclusivity and consistency in engagement across student groups. Another frequently mentioned issue is the frequent turnover in campus leadership, which has contributed to a sense of instability in direction and priorities. Reports of student conflicts on campus have also raised concerns about the overall school climate.

Taken together, these perspectives suggest that while Sherman High School has a strong foundation of academic offerings and dedicated staff, continued attention to leadership stability, student culture, and school spirit will be important for sustaining growth and ensuring that all students thrive.

Priority Problem Statements

Problem Statement 1: There is a lack of growth in student achievement as measured by Algebra I EOC, and both ELA 1 and 2 EOCs

Root Cause 1: Re-testers who are not currently receiving Algebra I instruction showed lack of success on meeting standard on the EOC. Turnover of staff has also attributed to the lack of consistency in the programs

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need for consistent implementation of campus processes and supervision to keep students in the classroom learning during instructional times.

Root Cause 2: There is a lack of available staff to consistently monitor all areas of the building during instructional times, e.g., hallways, collaboration spaces, cafeteria and other common areas.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

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.
- 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

Goals





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

Performance Objective 1: 10% or less reduction in annual staff turnover by the end of the 2025-2026 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate and refine PD offerings Strategy's Expected Result/Impact: Increase retention Staff Responsible for Monitoring: Administration/Team Leads</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Assign mentors to all new teachers and staff within their first three years to provide instructional coaching and emotional support. Strategy's Expected Result/Impact: Increase retention Staff Responsible for Monitoring: Administration, mentor teachers</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals</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 1: Sherman ISD (District) will hire, train and retain high-quality personnel in a supportive working environment.

Performance Objective 2: Improved employee satisfaction ratings by the end of the 2025-2026 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct an annual staff climate and engagement survey to assess satisfaction, workload, and morale. Strategy's Expected Result/Impact: Increase staff satisfaction Staff Responsible for Monitoring: Administration, teachers, student groups/clubs</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Recognize and celebrate staff accomplishments regularly at the campus and district levels through awards, newsletters and social media. Strategy's Expected Result/Impact: Increase staff satisfaction Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 2: Sherman ISD (District) will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.

Performance Objective 1: Classroom teachers will participate in focused on active engagement, small-group instruction, Depth of Knowledge

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional learning attendance Strategy's Expected Result/Impact: Increase teaching tool box Staff Responsible for Monitoring: Administration, Instructional Coach, Department Leads</p> <p>Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative walkthroughs Strategy's Expected Result/Impact: Increase teaching tool box Staff Responsible for Monitoring: Administration, Instructional Coach, Department Leads</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Sherman ISD (District) will provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.

Performance Objective 2: English I & II and Algebra I will demonstrate implementation of at least one research-based instructional strategy.


Strategy 1 Details	Reviews			
<p>Strategy 1: Use model lessons and live demonstrations Strategy's Expected Result/Impact: Improved Instruction Staff Responsible for Monitoring: Administration, Instructional Coach, Department Leads</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative walkthroughs Strategy's Expected Result/Impact: Improved Instruction Staff Responsible for Monitoring: Administration, Instructional Coach, Department Leads</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</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 3: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 1: By the end of the academic year, the campus will increase the percentage of students meeting grade-level expectations in math by at least 10%, with a specific focus on closing achievement gaps among student subgroups (including English Language Learners, Special Education, and Economically Disadvantaged students), as measured by district benchmark assessments and state standardized testing data.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1)focus on closing achievement gaps among student subgroups English Language Learners Special Education Economically Disadvantaged</p> <p>Strategy's Expected Result/Impact: Increase in EOC scores Staff Responsible for Monitoring: Algebra 1 teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2)Schedule weekly PLC meetings for math teachers to review student data, align instruction to TEKS, and share strategies for differentiation. Include: Administrator Secondary Curriculum Coordinator Department Lead Special Education Lead</p> <p>Strategy's Expected Result/Impact: Increase in EOC scores Staff Responsible for Monitoring: Algebra I Teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Goal 3: Sherman ISD will address the diverse needs of students to maximize their academic achievements.


Performance Objective 2: By the end of the academic year, the campus will increase the percentage of students meeting grade-level expectations in English I&II by at least 10%.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: 1)focus on closing achievement gaps among student subgroups English Language Learners Special Education Economically Disadvantaged</p> <p>Strategy's Expected Result/Impact: Increase EOC scores Staff Responsible for Monitoring: English I&II</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2)Schedule weekly PLC meetings for math teachers to review student data, align instruction to TEKS, and share strategies for differentiation. Include: Administrator Secondary Curriculum Coordinator Department Lead Special Education Lead</p> <p>Strategy's Expected Result/Impact: Improved EOC scores Staff Responsible for Monitoring: English I & II</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Goal 4: Sherman ISD (District) will engage all community stakeholder groups to enhance educational experiences for students

Performance Objective 1: SHS will increase participation of families and community stakeholders in PTA membership by 20%

Strategy 1 Details	Reviews			
<p>Strategy 1: Membership incentives (raffle, gift bags, jeans day, etc) Strategy's Expected Result/Impact: Increase in PTA membership Staff Responsible for Monitoring: Administration, PTA officers</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal's leadership and involvement Strategy's Expected Result/Impact: Increase in PTA membership Staff Responsible for Monitoring: Administration, PTA officers</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Sherman ISD (District) will engage all community stakeholder groups to enhance educational experiences for students

Performance Objective 2: Sherman ISD will achieve at least an 80% satisfaction rate from families and community members regarding their engagement with schools.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train Staff on improved communication skills Strategy's Expected Result/Impact: Increase community/parent satisfaction Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct annual survey Strategy's Expected Result/Impact: Increased community, parent satisfaction Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals</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
3	2	1	1)focus on closing achievement gaps among student subgroups English Language Learners Special Education Economically Disadvantaged
3	2	2	2)Schedule weekly PLC meetings for math teachers to review student data, align instruction to TEKS, and share strategies for differentiation. Include: Administrator Secondary Curriculum Coordinator Department Lead Special Education Lead

Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	1	1)focus on closing achievement gaps among student subgroups English Language Learners Special Education Economically Disadvantaged
3	2	1	1)focus on closing achievement gaps among student subgroups English Language Learners Special Education Economically Disadvantaged
3	2	2	2)Schedule weekly PLC meetings for math teachers to review student data, align instruction to TEKS, and share strategies for differentiation. Include: Administrator Secondary Curriculum Coordinator Department Lead Special Education Lead

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	2	2)Schedule weekly PLC meetings for math teachers to review student data, align instruction to TEKS, and share strategies for differentiation. Include: Administrator Secondary Curriculum Coordinator Department Lead Special Education Lead
3	2	1	1)focus on closing achievement gaps among student subgroups English Language Learners Special Education Economically Disadvantaged
3	2	2	2)Schedule weekly PLC meetings for math teachers to review student data, align instruction to TEKS, and share strategies for differentiation. Include: Administrator Secondary Curriculum Coordinator Department Lead Special Education Lead