

Sherman Independent School District
Perrin Early Childhood Center
2025-2026 Campus Improvement Plan



Mission Statement

We partner together to build academic foundations in a nurturing school family. We are fueled by uplifting relationships with staff, students, families and community partners to be an engaged and successful learning community. We focus on purposeful, playful and positive learning for academic and social-emotional growth.

Perrin Jets Soar!

Vision

Perrin Jets soar together as they learn about themselves, the world, and the gifts they have to share for lifelong learning.

Value Statement

Perrin Early Childhood Center is a squadron of educators and families who work together to help each student soar!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Perrin Early Childhood Center opened fall of 2021 as a full day Early Childhood Center. We are one of two Early Childhood Campuses in Sherman ISD. All our 181 students are either 3 or 4 years old. 131 of these of these have qualified for free public PreK or Head Start, and an additional 19 students supported in Early Childhood Special Education. 82% of Perrin students qualify as Economically Disadvantaged, with 15% qualifying as Homeless. 62% of Perrin students are Academically at Risk.

Our ethnicity distribution is as follows:

34% Hispanic

24% White

22% Black or African American

9% 2 or more races

7% Asian

1% American Indian

We have a full time Licensed Nurse, a Library Associate, School Diagnostician and Instructional Specialist. Perrin shares a School Counselor and Assistant Principal with Fred Douglass Early Childhood Center, our sister ECC campus for Sherman ISD. Our classroom teachers fall into three groups: 40% have 8 years or less of teaching experience, 60% have 10 or more years experience, with 20% of this group having over 25 years or more in the classroom. The administrators have over 30 years of classroom and administrative experience. Perrin has 3 teachers currently working on their Texas Teacher Certification, and are DOI status.

For the 25-26 school year, Perrin had 93% of classroom teachers returned, and 100% of Instructional Assistants. Each PreK and HS classroom has one teacher and one Instructional Assistant, and our Special Education classrooms each have 1 teacher with two Instructional Assistants. Perrin has been fortunate to have teachers, IAs, and substitutes assist with recruitment of staff.

Demographics Strengths

Five classrooms are supported by Head Start staff and programs. These students and their families receive support in areas of academics, attendance, behaviors, and health. We are fortunate to offer two 3-year old classrooms to our Head Start families, a year sooner than the state required Full Day PreK program. Our assessment data has shown this ability to offer developmentally appropriate curriculum for three-year-old's, as well as have the classroom teacher move up with their students to four-year old curriculum. The willingness for our Perrin HS teachers to flip between 3 year and 4 year old curriculum is a definite strength. The families have been very grateful for the opportunity to continue working with their child's teaching staff for two years when it has been appropriate for each individual child. Modifications to this plan were made in consultation with teachers and parents for learning success of all students involved.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We experience challenges in enrollment for our early childhood campus. Families seem unprepared to focus on the next year's school year in the spring when Early Childhood application events are held. Continued work with SISD Communications Department, SISD Technology, and Head Start recruitment will continue.

Root Cause: A significant number of our families are economically challenged, and frequently face other hardships that make PreK & Head Start enrollment a tough priority for many families.

Problem Statement 2: Our classrooms experience student enrollment additions on a monthly basis. Teachers must reset their procedures and routines to help accommodate new students upon their arrival.

Root Cause: Economic challenges contribute to high mobility rate for our students.

Student Learning

Student Learning Summary

All PreK and Head Start students are tested in Circle CLI Engage CIRCLE Pre-K Progress Monitoring in 3 Waves - BOY, MOY and EOY. Perrin 's Circle CLI 2024-25 overall data include 3 and 4 year olds assessed and scored at their chronological/developmental levels. Beginning of Year Assessment Data to End of Year Assessment Data reflected the following growth:

Rapid Letter Naming 27% to 69%

Rapid Vocabulary 49% to 76%

Overall Math 64% to 85%

Students in the FOCUS (Functional Opportunities in Communication and Utilizing Social Skills) program of ECSE are taught and assessed using STAR (Strategies for Teaching Based on Autism Research). Student achievement rates are reported in Individualized Educational Plans, or IEPs and progress is reported to families and SISD.

2025 CLI Wave 1 results reflect the following:

Rapid Letter Naming 47%

Rapid Vocabulary 58%

Overall Math 82% with specific breakdowns including:

Rote Counting 13%; Shape Naming 46%; Number Naming 36%, Shape Discrimination 51%; Counting Sets 28%; Operations 8%

The Wave 1 results in each assessed category are higher for this 2025-26 school year, than any previous Perrin tested year. There are two potential factors that may have contributed to this: Wave 1 assessments began 3 weeks later than previous years, and these students were all born post COVID.

Student Learning Strengths

Our students have teachers that are highly invested and motivated to help these small children achieve. Children are proud of learning new skills and are learning to work together in play centers which reinforce academics and social/emotional growth. Our teachers know that our Wave 1 testing results give us a fresh look at the importance of learning every day in early childhood education. Our teachers use Seesaw to highlight new learning for our families to see and share in the celebration of student growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Free Public Early Childhood is an intervention process for our families with economic challenges, including homelessness, and limited English proficiency. Beginning of year assessments reflect significant language deficits, such as knowing shapes, colors, letters, and numbers.

Root Cause: Research indicates the students of poverty suffer significant language vocabulary deficits.

School Processes & Programs

School Processes & Programs Summary

Frog Street Press Curriculum is Perrin's state adopted curriculum and implemented for all PreK and Head Start Classrooms. This is both an academic curriculum and a Social Emotional Learning Curriculum. The SEL component is Conscious Discipline, a recognized and research based intertwined curriculum which has a significant positive impact on student behavioral outcomes and academic achievement. The curriculum for students in the FOCUS classrooms is STAR.

Now 4 Forever Early Childhood Training was attended by 86% of professional staff and 75% of teacher assistants in July. All Head Start teachers and Instructional Assistants attended 4 days of Head Start training in July, with a combined focus on PreK Guidelines, Head Start Early Outcomes Frameworks, and other compliance training for the federal program of Head Start. Texas requirements of Highly Qualified PreK educators require 15 hours of specific early childhood staff development, and 92% of Perrin educators receive well over this minimum standard.

School Processes & Programs Strengths

One of Perrin's greatest assets is its experienced faculty and their willingness to continued learning to benefit our students. We have worked hard to achieve a staff that collaborates and problem solves together. As a new campus, we have established our new traditions, but have also worked together through things that haven't worked well for us. When we have students that experience challenges in the classroom, we have a robust MTSS process and good working partnerships with parents to create new strategies for students to be successful.

Our partnership with Region 10's Head Start program is another strength for Perrin. Not only do we have Head Start Teachers and Instructional Assistants in half our classrooms, but we have addition HS Office Staff that work to recruit students and work closely with their families. Our teachers are supported by two additional Head Start Educational Consultants that work directly with our teachers, and we have other HS educators that support multiple campuses for additional needs for our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Full Day PreK is a TEA requirement that requires a qualifying process. Families must meet eligibility on one or more of the following circumstances: Limited income, Limited English proficiency, homelessness, foster care, or parent serving active military duty. Often families enroll their students not knowing their child has some significant learning challenges.

Root Cause: Due to limited income, some families do not have access to consistent medical care with a pediatrician, and referrals to Early Childhood Intervention Services are not made. ECI through Texas Health and Human Services offers services for birth to 36 months of age. Each year, a number of our students come for our PreK program that would have benefited from earlier services.

Perceptions

Perceptions Summary

Perrin Office staff works hard creating a welcoming environment for our families. As we have continue to enroll students throughout the year, being helpful in assisting families with the early childhood application process is crucial. Only early childhood campuses ask for income verification as a potential qualifying attribute, and this requires often times delicate situations. Also, as some of our students have frequent attendance issues, our attendance clerk remains professional and supportive in all the conversations and documentation gathering necessary in this process.

Our Perrin families report appreciation for student opportunities, such as Perfect Attendance Breakfast and Family Engagement Events, as well as being grateful for their individual student's teachers. Almost all parents are connected to their student's learning activities through Seesaw, both for the direct communication with their student's teacher, but can also view photographs of student fun and learning.

Our value statement "Perrin Early Childhood Center is a squadron of educators and families who work together to help each student soar" is lived out daily in our school culture, procedures, and routines.

Perceptions Strengths

Perrin teaching faculty retention rate has been 97% between 2024-2025, with 100% of instructional assistants and office staff returning. It is very helpful to have an experienced staff that knows well the expectations of collaboration and high quality successful teaching practices for early childhood. Teachers take on leadership responsibilities for our Family Engagement Events throughout the year, and this shared leadership experience continues to fuel not only new ideas but to deepen our staff relationships, as well as developing new leadership strengths.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As as small campus, serving only 181 three- and four-year old students, our families are not as connected to the greater SISD school experience, yet. Some families initially express dismay at the time and distance their family must travel to and from school, whether by family car or bus.

Root Cause: Perrin is geographically located on the outer perimeter of SISD school district. Though compared to other communities, the distance traveled is not exceptionally far. However, the perception for Sherman residents is that families travel further to reach Perrin.

Priority Problem Statements





Goals

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

Performance Objective 1: Ongoing support and professional development opportunities will be provided to all teaching staff related to the school wide model expectations of instructional practices through high performing collaborative Professional Development and ongoing PLCs. Perrin's PLC structure utilizes quarterly full teaching staff PLCs with weekly Partner Paired PLCs of the teacher groups during their Conference Period.

High Priority

Evaluation Data Sources: Reviews of PLC Notes kept in our Google Folder. All teaching staff has access to the notes for their own review. Additionally, campus walkthroughs and TTESS Observations will reflective PD implementations.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers are partnered together by Conference Period time slots, and meeting weekly Principal/and or Assistant Principal, to review observations of previous week/month Crucial PreK Guidelines. On monthly basis, all teachers meet together to share individual classroom and school wide data, and focus on areas of needed prioritization.</p> <p>Strategy's Expected Result/Impact: Student academic and social/emotional growth will improve through specific focus on learning standards.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</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 will hire, train, and retain high-quality personnel in a supportive working environment.

Performance Objective 2: Specialized staff development opportunities will be provided on behavior and social/emotional development using Conscious Discipline resources.

High Priority





Evaluation Data Sources: PBIS documentation, TTESS goal attainment, increase of student self-regulation, and "Bucket-Filler" submissions.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers use a Perrin specific qr code poster to access PBIS documentation of challenging behaviors as well as make "Bucket-Filler" nominations for positive, helpful behavior towards others. These posters are posted in all classrooms and hallways, and all staff has access to promptly share positive as well as challenging behaviors. Entries are collected on a Google Sheet, and are reviewed daily by Principal and weekly by Counselor.</p> <p>Strategy's Expected Result/Impact: Having easier access and expectations for documentation, will assist in providing support for needing teachers and students. This document is also shared with Behavior Support staff as well as Perrin PBIS team.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</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: Resources will be available to have as many Perrin teachers and teacher assistants possible attend the yearly Now 4 Forever Early Childhood Conference in June of each year. The site for Now 4 Forever has changed for July 2026 to Forney ISD, which will necessitate additional resources to support this continued valuable early childhood professional development. This helps our teaching staff learn fresh new ideas and strategies, build networking capacity as they work with other EC staff from neighboring districts, as well as provide additional energizing and team building opportunities.





Evaluation Data Sources: Classroom walk-throughs, culture surveys, and staff feedback.

Strategy 1 Details	Reviews			
Strategy 1: Having a school-wide staff expectation for on-going Early Childhood Educational growth provides continual growth. SISD vehicles are used to make transportation to Plano easier.	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Perrin's Leadership Team, made of of Principal, Assistant Principal, Counselor, and lead teachers from Special Education, PreK, and Head Start meets throughout the year. The Leadership Team meets in June to plan campus goals, events, and team-building activities to support our Perrin staff, and will continue to meet throughout the year to reflect and adjust for maximum teacher capacity and student growth. EC Instructional Coach also meets with campus administrators for input and feedback on professional development and support of teachers.

Evaluation Data Sources: Feedback from faculty attending retreat, feedback on school culture survey, Perrin will survey on glows and grows given throughout the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Perrin has 1 official SISD Mentor, supporting 1 DOI teacher. Our Perrin Mentor also serves on our Leadership Team and provides invaluable support for our beginning teachers. Other teacher leaders have served previously as trained SISD Mentors, and continue to provide collaborative support to their previously mentored teachers, though without the formal documentation supports in place.</p> <p>Strategy's Expected Result/Impact: Student growth will accelerate with gains in teacher capacity.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach (when new teacher is assigned to an intensive coaching cycle)</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: Principal, Assistant Principal and Lead Teachers will attend Early Childhood Leadership Events to continue leadership growth, and collaboration capacity across all campus classrooms.

Evaluation Data Sources: Reflections and implementation of ideas and strategies gained for attending TAASPYC, Texas Autism Conference, and North Texas Early Cohort.

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

Performance Objective 3: Perrin's Special Education teachers would like to attend the Texas State Autism Conference, held in June in Austin each year. In person attendance fosters deeper understanding of strategies for supporting Perrin's students and families, as well as continues to build collaboration and team building among the Special Education team. Perrin's principal attends the virtual conference to stay informed of current educational strategies and opportunities.





Evaluation Data Sources: special education assessment data, feedback from families and staff regarding student growth, increased participation of our special education families in family engagement opportunities throughout the year

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: Teachers will use Frog Street Press Curriculum, 2022 PreK Guidelines, SISD 4-Year-Old Scope and Sequence, SISD 3-Year-Old Scope and Sequence to prepare engaging, aligned learning activities for all early childhood students. FOCUS classrooms will use the STAR Program for individualized and small group lesson planning as well as Beginning, Middle, and End of Year assessments.

High Priority





Evaluation Data Sources: Lesson plan reviews, classroom walkthrough data, universal assessment results, student report cards

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly curriculum focus, such as Brain Smart Start, Morning Message, Read Alouds, will be discussed during PLCs with expectations and TTESS Walk-Through Look-Fors.</p> <p>Strategy's Expected Result/Impact: Being very specific about the crucial learning standards and applying these to classroom instruction will help our students make developmentally appropriate gains.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</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: The 2025-26 CLI Engage Data will show overall growth from the beginning to the end of the year.

Evaluation Data Sources: Campus, classroom, and individual growth reports from Waves 1, 2, and 3

Strategy 1 Details	Reviews			
<p>Strategy 1: Three Family Engagement Events focus specifically on our academic needs. Pizza with the Principal in September continued this year and demonstrates a compact version of parts of our student's learning day. Two Facebook Live Bingo Games have been popular, and focus on alphabet, number, and shape recognition. These 3 specific events are principal led, and do not require full staff participation.</p> <p>Strategy's Expected Result/Impact: Family engagement and involvement will increase. Relationships between home and school are strengthened.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</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 provide a high-quality curriculum, research-based instructional practices, and resources to ensure progress in student achievement.

Performance Objective 3: Perrin staff will participate in on-going professional development in Conscious Discipline. The 2025-2026 Perrin Professional Development plan will focus on the Seven Powers for Conscious Adults to give all staff additional skills in leading classrooms without significant disruptions, and being able to respond with best practices in support students that are still learning self-regulation skills.

Evaluation Data Sources: PBIS Data, teacher feedback, parent feedback, TTESS walk-throughs





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

Performance Objective 1: The Early Childhood Centers have unique needs for technology support, as our assessment and communication with families differ from other methods used on elementary campuses. Perrin and Fred Douglass share a Digital Tech Specialist with an elementary campus. Our Digital Tech specialist has previous experience in using Seesaw (our communication software for families) not only for communication, but for learning activities as well.

Two goals for our campus are:

1. Teachers to feel comfortable using existing technology in the classroom for students, such as ABC Mouse and Starfall.
2. Teachers will implement new strategies for Seesaw learning, both at school and at home.





Evaluation Data Sources: Classrooms walkthroughs, PLC discussions (notes), Seesaw activities (student journal entries)

Strategy 1 Details	Reviews			
<p>Strategy 1: Digital Learning Specialist visits Perrin weekly to provide not only technical trouble-shooting support, but helping teachers develop additional teaching skills capacity. Magnetic Reading, as program used in elementary campuses has digital components for Perrin teachers to use to be sure we are teaching proper letter sounds correctly to our students.</p> <p>Strategy's Expected Result/Impact: Teacher and student technology use will increase; teacher professional development skills will increase.</p> <p>Staff Responsible for Monitoring: Principal</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 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 1: The percentage of PreK/HS students that meet grade level or above on Circle Progress Monitoring for Rapid Letter Naming and Rapid Vocabulary will increase by 10% by end of year for English and Spanish Learners.





Evaluation Data Sources: CLI Waves 1, 2, and 3 combined score from Rapid Letter Naming and Rapid Vocabulary

Strategy 1 Details	Reviews			
<p>Strategy 1: PreK Guidelines for Literacy and our Frog Street Press Curriculum form the essential focus on our students' developmental academic progress. Specific learning strategies are shared and discussed during our PLC time, and using data from formal and informal assessments drive the small group teacher instruction.</p> <p>Strategy's Expected Result/Impact: Students' literacy scores will continue to improve with small group and intervention group focus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Perrin maximizes literacy opportunities by participating in Denison Public Library's Read 2 Win program, in addition to our Perrin Library Associate in our Library story time. Perrin's Library Associate aligns her weekly stories and activities to the learning themes of the week for our PreK and Head Start classrooms.</p> <p>Strategy's Expected Result/Impact: Students' vocabulary opportunities as well as listening comprehension will be enhanced and should result in overall literacy scores improving.</p> <p>Staff Responsible for Monitoring: Principal</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 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 2: The percentage of PreK/HS students that meet grade level or above on Circle Progress Monitoring in each of the math subdomains will increase 25% by end of year in English and Spanish.

Evaluation Data Sources: CLI Waves 1,2,and 3 Overall and Individual Math Domain Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Small group math instruction on specific math learning standards will take place classrooms. Circle Progress Monitoring groups and group activities will be used in conjunction with Frog Street Press Curriculum activities.</p> <p>Strategy's Expected Result/Impact: Students' foundational knowledge of math will increase, and Circle Progress Monitoring scores will improve.</p> <p>Staff Responsible for Monitoring: Principal</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 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.





Performance Objective 3: By May 2026, Perrin leadership will implement inclusive programs and culturally responsive practices that actively empower and engage students, resulting in at least a 15% increase in student self-efficacy, social-emotional skills, and cross-cultural competencies.

Evaluation Data Sources: Circle Progress Monitoring social/emotion measures, staff and family feedback, Counselor and Communities in Schools feedback.

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

Performance Objective 1: The Counselor will meet with teachers, instructional assistants and administrators to learn about and support students that are struggling. A significant number of our early childhood students are impacted by frequent transitions in their home lives. Not all, but quite a few of these children are struggling with various types of childhood trauma, which often results in behavior challenges.





Evaluation Data Sources: Feedback from teachers, families, and Counselor; PBIS entries, MTSS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Perrin's counselor will work with small groups of children with specific challenges on a twice monthly minimum.</p> <p>Strategy's Expected Result/Impact: Student learning disruptions will be reduced with students receiving special support for self-regulation strategies.</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Perrin's Counselor will meet with each classroom for monthly character education lessons and activities. Students become progressively more familiar with the support of our school counselor in addition to learning more about character development and growing self-regulation skills.</p> <p>Strategy's Expected Result/Impact: Decreased number of classroom disruptions, decreased numbers of behaviors as documented on PBIS documentation.</p> <p>Staff Responsible for Monitoring: Counselor, Principal</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: Perrin's Communities in Schools (CIS) partner will work with families to support increased school attendance and student success in classrooms.

Evaluation Data Sources: Teacher feedback, family feedback, increased attendance





Strategy 1 Details	Reviews			
<p>Strategy 1: CIS will push into classrooms to read healthy emotional support books in small groups as well as work with individual students of need.</p> <p>Strategy's Expected Result/Impact: Increased student self regulation skill development; increased attendance of targeted students/families</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</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 7: Sherman ISD will develop a balanced annual budget and maximize resources needed to achieve district priorities.

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

Performance Objective 1: Members from Perrin ECC and Fred Douglass ECC are meeting to prepare for the New Early Childhood Center, opening school year 2027-2028.





Evaluation Data Sources: Input will be used from ideas shared with teaching staff, family members, and community members.

Strategy 1 Details	Reviews			
<p>Strategy 1: As opportunities unfold, such as an EC Playground Committee, EC Furniture and Equipment Meeting, or special Ground-Breaking Ceremony, Early Childhood Administrators will collaborate and involve various campus staff members to share input and build excitement. Campus Administrators are committed to alignment of instructional and SEL practices across both campuses for the eventual blending of campus staff into one school.</p> <p>Strategy's Expected Result/Impact: Staff from both EC campuses will be prepared to work collaboratively and successfully when campuses unite.</p> <p>Staff Responsible for Monitoring: Campus Administrators</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 and parents will have the opportunity to participate in Family Engagement activities throughout the year. Perrin seeks to achieve Exemplary Progress in offering 12 Family Engagement Events, to increase opportunities for student/family engagement. Nine or more activities are required for Exemplary Progress. Head Start has agreed to partner with us to increase our Head Start family participation rates from last year.

Evaluation Data Sources: electronic sign-in forms with events, as well as percentages of family participants will be analyzed, program reflections by committee leaders with administration

Strategy 1 Details	Reviews			
<p>Strategy 1: The schedule for Family Engagement Events will be shared during Parent/Teacher Conferences. Families are notified through Seesaw and paper copies of each event placed into their students' take home folders. Head Start Office Staff will create reminder stickers to encourage Head Start families to attend.</p> <p>Strategy's Expected Result/Impact: We hope to increase our family engagement attendance to at least 50% of our families.</p> <p>Staff Responsible for Monitoring: Principal, Head Start Staff</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Plan Notes

We cannot double up on the parent / teacher role. N Jung will ask two other parents to join our committee to serve in that role.

We are CLI testing three weeks behind schedule this year, so there is no data yet.

We have not revised the vision and mission statement since the beginning year of Perrin, but will need to consider that in the future.

We will need to adjust our distribution percentages and our homeless number, but not our enrollment number.

We will also need to do the informal survey for family dynamic changes. We are not including the number of students with incarcerated parents in our data, but it is higher this year than ever before.

Problem statements: remain the same.

Student Learning Numbers need to be updated for the 24-25 year, including the 2025 CLI Wave 1.

Problem Statement remains the same, though someone suggested the addition of Covid. Three year olds are post Covid this school year.

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Now4Forever travel could be problematic, though the cost is quite reasonable or free.

No comments on the other strengths, just agreement.

Jung writes the CIP for board members. Last year's question, what do we need to know that you don't think we know?, was answered by Jung that Instructional Assistants were had to work two jobs to make ends meet.

Problem Statement: ECC serves as a Child Find agency.

GOALS

Goal 1, remove IC

Objective 1: Responsible: principal, assistant principal, with quarterly monitoring, the CIP form structure is used.

Objective 2: Responsible people are accurate, with quarterly monitoring, the CIP form structure.

Objective 3: Edit June to July; Strategy 1 edit to Forney. Responsible: Principal, quarterly, form structure

Goal 2,

Objective 1, remove IC

Strategy 1 needs to be revised. Responsible: Principal, assistant principal; quarterly; form structure

Objective 3 - revisions

Goal 3

Objective 1, Strategy 1 remove IC, Principal and AP, quarterly, and form structure

Objective 2, Strategy 1, Pizza with the Principle was 2nd year, Changing FB Live content. Principal, quarterly, form structure

Goal 4

Objective 1, Strategy 1 - Rewrite. Principal, Digital Learning Specialist, quarterly, form structure

Shawna will check Magnetic Reading videos for correct sound pronunciation.

Goal 5

Objective 1: edit, Principal / teachers, quarterly, form

Objective 2: edit, Add Principal, teachers, quarterly, form structure

Goal 6

Objective 1, Strategy 1: edit "specific challenges",

Strategy 2: character education, classrooms

Objective 2, Strategy 1: Partnership with CIS

Goal 7

Goal 8

Goal 9

Objective 1: Evaluation Data Sources: digital attendance, parent surveys

Strategy 1: edits on statement, strategies impact: 50%?,door prizes (for gas?),

Connot highlights the retention rate (page 4) and attributes it to culture and climate. Several IAs are working on teacher certification. No major drama. We are happy with who we work for because she pours into us.

Site Based Decision Making Committee

Committee Role	Name	Position
CIP Member-Teacher	Alyssa Woody	Teacher
CIP Member- Instructional Assistant	Jacia Crear	Instructional Assistant
CIP Member-Parent	Jasmine Softly	Parent Volunteer
CIP Member - Teacher	Jessica Connot	Special Education Teacher
CIP Member-Teacher	Kisha Christman	Teacher
CIP Member-Parent	Melissa Parks	Teacher
Leader CIP	Nancy Jung	Principal
CIP Member-Administrator	Shann Schubert	Assistant Principal
CIP Member-Community	Shawna Easton	Elementary Curriculum Coordinator
CIP Member- Teacher	Stephanie Blankenship	Head Start Teacher
CIP Member-Parent	Tiffany Walden	Parent Volunteer
CIP Member	Tracy Lucas	Counselor
CIP Member-Community	Virgie Holbrook	Pastor-Leap of Faith Church