

Sherman Independent School District
Sory Elementary School
2025-2026 Campus Improvement Plan



Mission Statement

MISSION:

We exist to develop leaders one Husky at a time!

Vision

VISION:

100% of our Huskies will meet or exceed grade level expectations in reading and math.

Value Statement

The 7 Habits[®] Tree

AND REMEMBER TO
TAKE CARE OF YOURSELF

Habit 7

SHARPEN THE SAW[®]
Balance Feels Best

THEN PLAY WELL
WITH OTHERS

Habit 6

SYNERGIZE[®]
Together Is Better

Habit 5

**SEEK FIRST TO UNDERSTAND,
THEN TO BE UNDERSTOOD[®]**
Listen Before You Talk

Habit 4

THINK WIN-WIN[®]
Everyone Can Win

START WITH YOU

Habit 3

PUT FIRST THINGS FIRST[®]
Work First, Then Play

Habit 2

**BEGIN WITH
THE END IN MIND[®]**
Have a Plan

Habit 1

BE PROACTIVE[®]
You're in Charge

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Henry Sory Elementary, a Title I campus located 60 miles north of Dallas, Texas, is one of seven elementary schools within Sherman Independent School District. Serving students in Kindergarten through 5th grade, Sory also hosts a specialized program, F.O.C.U.S. (Functional Opportunities in Communication Utilizing Social Skills), which provides centralized classroom support for students with unique learning needs.

Now in its third year as an official Leader in Me school, Sory embraces the belief that every individual has the potential to lead. The Leader in Me framework is a comprehensive PK–12 model that promotes student leadership, builds a culture of trust, and supports academic success. At Sory, highly effective practices are being implemented across three key areas: leadership, culture, and academics. This framework empowers students to take ownership of their learning while supporting growth of the whole child.

Through Leader in Me, Sory has also developed meaningful partnerships with Austin College. Our students have presented and demonstrated the 8 Habits to college students in education courses, while Austin College students, in turn, serve as interns on our campus, strengthening the connection between leadership, learning, and community.

General Information:

- Sory serves 467 Husky Leaders. (135 fewer Husky Leaders vs. last year)
- Our school mascot is "Hank" the Husky
- Our school colors are: red, white and blue
- 75 staff members
- Average class size is 16
- 24-25 Campus Percentage of Attendance Rate: 94.8%

Student Demographics:

- Economically Disadvantaged: 42% (29% decrease from last year)
- Special Education: 28%
- LEP: 15%
- GT: 11%
- Homeless: .02% (same as last year)

- 10 different languages spoken with the homes (3 more languages than from last year)
- African American 15% (4% increase from last year)
- American Indian .65% (.3% decrease from last year)
- Asian 11% (3% decrease from last year)
- Hispanic 25% (2% decrease from last year)
- Two or more races 10% (same as last year)
- White 38% (5% decrease from last year)

Teacher Demographics:

Sory has four Kinder and 1st grade sections and five sections of 2nd-5th grade. The campus also has a Reading Interventionist, Dyslexia Specialist and a shared Gifted and Talented teacher. There is a need to increase the number of teachers with ESL certifications due to our diverse population.

- Average years of teaching experience: 12 years
- Average years of teaching experience at Sory: 4.69 years
- Average years of teaching experience in SISD: 6.09 years

Demographics Strengths

- Sory has a very diverse population.
- Due to attendance zones changing, Sory's enrollment decreased at the start of the school year. However, Sory's enrollment numbers continue to grow; adding approximately an average of 2 students each week.
- Sory has a very strong and active PTA.
- According to the home language surveys 10 different languages are spoken at Sory.
- Sory continues to be supported by parents and community partnerships. Our student leaders have used their public speaking abilities to make connections with area businesses and organizations.
- Sory's teaching staff is composed of experienced and teachers new to the profession.

- Average Tenure: 6.09 years with SISD and 4.69 years at Sory.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Henry Sory Elementary serves a diverse student population with 10 languages spoken on campus. While this enriches our community, language barriers can limit academic progress and communication between school and home, particularly for English Learners.

Root Cause: The campus needs more ESL-certified teachers and intentional structures that increase student discourse opportunities, allowing English Learners to develop both language proficiency and content understanding.

Student Learning

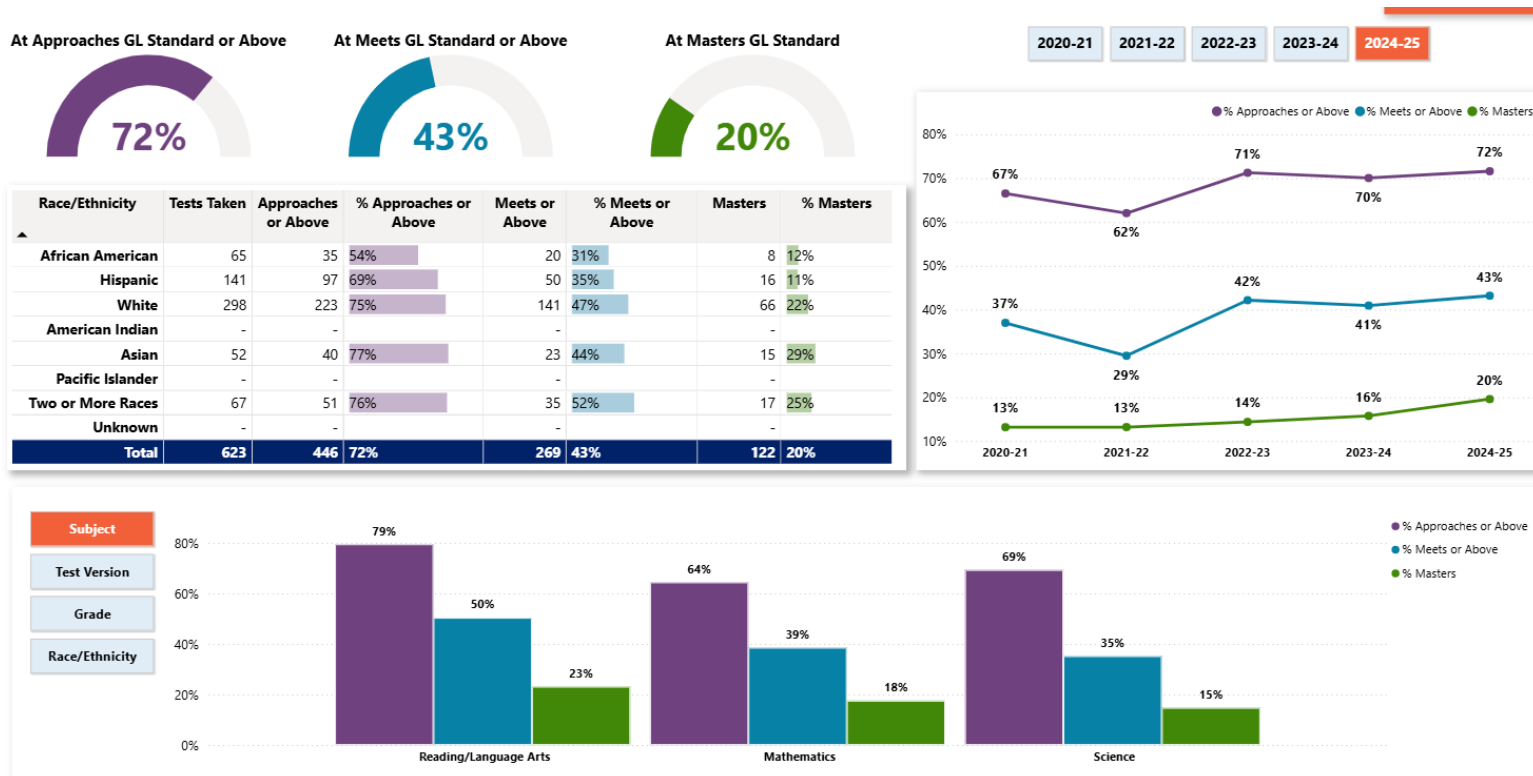
Student Learning Summary

Sory's academic performance has remained consistent over the past two years. The following data provides an overview of overall STAAR results as well as breakdowns by grade level and subject. Longitudinal trends show steady growth in the percentage of students performing at the Approaches, Meets, and Masters levels. However, there is a continued need to increase the number of students achieving at the Meets and Masters levels across all subject areas.

i-Ready has proven to be an effective resource for curriculum, assessment, and intervention, serving as the primary source of data to guide instructional decisions and targeted support. In addition, unit assessments and common formative assessments are regularly analyzed through the PLC process to address individual student needs.

Both STAAR and i-Ready data indicate stronger performance in Reading than in Math, making Math a central focus for improvement in the coming year.

Sory's Overall STAAR Performance

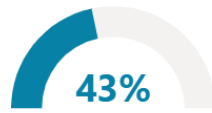


Sory STAAR Data by Grade Level

At Approaches GL Standard or Above



At Meets GL Standard or Above

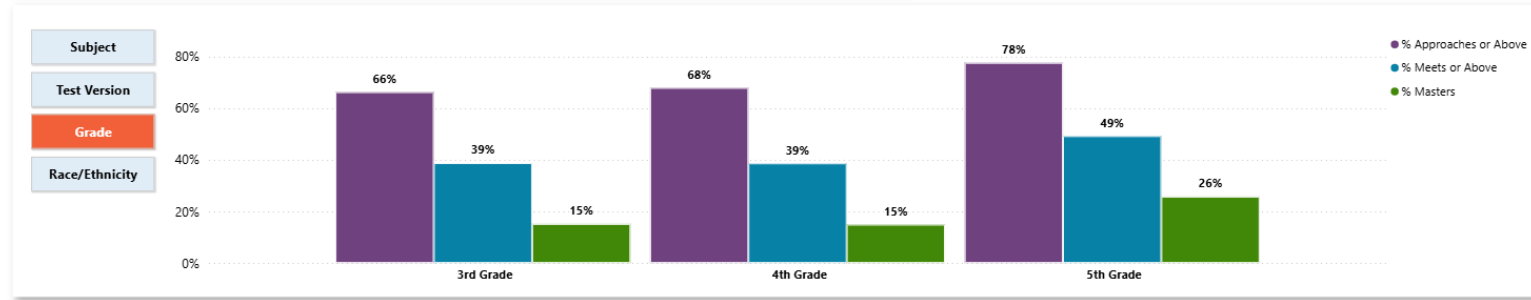
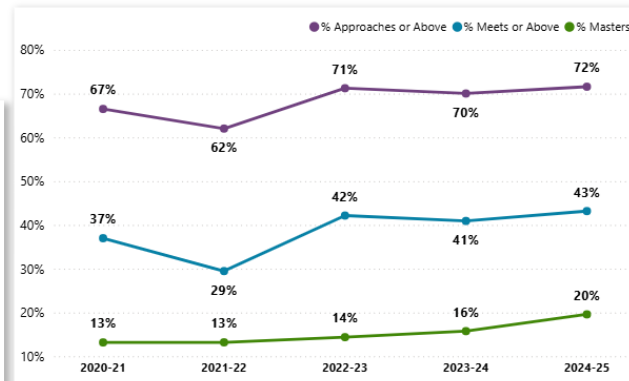


At Masters GL Standard



Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	65	35	54%	20	31%	8	12%
Hispanic	141	97	69%	50	35%	16	11%
White	298	223	75%	141	47%	66	22%
American Indian	-	-	-	-	-	-	-
Asian	52	40	77%	23	44%	15	29%
Pacific Islander	-	-	-	-	-	-	-
Two or More Races	67	51	76%	35	52%	17	25%
Unknown	-	-	-	-	-	-	-
Total	623	446	72%	269	43%	122	20%

2020-21 2021-22 2022-23 2023-24 2024-25



2025-2026 - BOY i-READY Reading results are as follows:

Grade	Overall Grade-Level Placement					
Grade K		2%	27%	71%	0%	0%
Grade 1		19%	16%	63%	3%	0%
Grade 2		13%	21%	46%	20%	0%
Grade 3		22%	36%	24%	12%	7%
Grade 4		22%	11%	49%	12%	7%
Grade 5		17%	19%	32%	25%	7%

2025-2026 - BOY i-READY Math results are as follows:

Grade	Overall Grade-Level Placement					
Grade K		6%	13%	81%	0%	0%
Grade 1		11%	13%	69%	8%	0%
Grade 2		4%	11%	57%	29%	0%
Grade 3		7%	12%	47%	30%	4%
Grade 4		11%	17%	30%	22%	20%
Grade 5		7%	16%	48%	17%	12%

Performance Level Scale:



Student Learning Strengths

Analysis of STAAR and i-Ready data indicates several areas of strength for Henry Sory Elementary. Overall, 72% of students scored at Approaches or above on STAAR, showing steady achievement over the past three years. In Reading, 79% of students scored Approaches or above, with 50% meeting grade-level standards, demonstrating that literacy continues to be a strong area of performance for the campus. Science also reflected strong outcomes with 69% Approaches or above and 35% Meets or above.

By student groups, Asian students (77% Approaches, 44% Meets, 29% Masters) and students identified as Two or More Races (76% Approaches, 52% Meets, 25% Masters) demonstrated high levels of performance across all categories, showing evidence of strong academic achievement and readiness. White students also performed above campus averages with 75% Approaches and 47% Meets.

i-Ready data shows additional strengths, particularly in early literacy and mathematics foundations. Kindergarten and 1st grade students demonstrated higher percentages of students in the On Grade Level and Early On Grade Level categories, indicating that foundational skills are being built successfully at the lower grades. This creates a positive trajectory for long-term student growth.

Another strength lies in the upward trend of Meets and Masters performance over time. While Meets and Masters percentages remain areas of focus, the steady gains in these levels show that more students are moving beyond basic proficiency toward advanced performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math performance at Sory Elementary continues to lag behind reading, with too few students reaching the Meets and Masters levels on STAAR and i-Ready.

Root Cause: The root cause of lower math performance at Sory Elementary is tied to the inconsistency use of intentional intervention blocks and progress checks. Until recently, the campus did not have a systematic process for using common formative assessments to provide timely feedback and guide instruction.

School Processes & Programs

School Processes & Programs Summary

Sory Elementary staff live out the mission and vision of our school every day. Our mission is simple yet powerful: *we exist to build leaders, one Husky at a time.*

Results from Sory's climate survey reflect a strong, positive school culture. Visitors frequently comment on how welcoming and inviting our campus feels from the moment they walk through the doors. Students benefit from a wide range of programs that strengthen social-emotional learning, foster positive relationships, build character, and are supported through Positive Behavioral Interventions and Supports (PBIS).

Our culture is also anchored in the **Leader in Me 5 Core Paradigms**:

- Everyone can be a leader.
- Everyone has genius.
- Change starts with me.
- Educators empower students to lead their own learning.
- Educators and families partner together to develop the whole person.

These beliefs are visible across our campus and guide both our work with students and our hiring practices.

During interviews, we intentionally highlight our positive culture, mission, vision, and core values, ensuring candidates understand the heart of Sory and our commitment to leadership development. Our interview committee follows a rigorous process to identify the best individuals who will embrace and model these attributes daily. In addition, our "famulty" has created a variety of marketing materials to share our story and support recruiting efforts in the community.

One of our greatest strengths is that our staff themselves have become Sory's best recruiters, sharing their pride in being part of a school that prioritizes leadership, growth, and belonging.

SORY
Teacher Profile

MISSION: We exist to create leaders one Husky at a time.
VISION: 100% of our Huskies will meet or exceed grade level expectations in reading and math.
MOTTO: Love, learn and lead.

A SORY teacher lives out:

The 5 Paradigms.

1. Everyone can be a leader.
2. Everyone has genius.
3. Change starts with me.
4. Empower students to lead their own learning.
5. Educators and families partner to develop the whole person.

&

The 7 Habits.

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, Then to Be Understood
6. Synergize
7. Sharpen the Saw

At SORY we:
Set Goals!

Through the use of the 4DX model, all staff and students set Wildly Important Goals (WIGS). We determine high leverage activities (lead measures) that will help us achieve those goals and we keep a scoreboard to track our progress with accountability partners to help keep us on track!

CONTACT US

120 S. Binkley Park Dr. Sherman, TX 75092
903.891.6650
www.shermansisd.net/Domain/299
Principal: Mindy Schoen
LeaderInMe.

Apply Here!

During Professional Development week all of our instructional staff members received Core 3 training. This professional development was provided by Franklin Covey. In May of 2025, Sory's Lighthouse Team had CORE 3 training from *Leader in Me* so they could begin to create a strong strategic plan for the 25-26 school year. There are 18 members who serve on this team (every grade level has two representatives who attends these Lighthouse Meetings as well as every specialized department on campus is represented) who effectively run three different committees on the campus: Leadership, Culture and Academics.

Sory has adopted the following *Leader In Me* Framework:

Leader in Me Framework

SEE Core Paradigms	Paradigm of Leadership		Paradigm of Potential		Paradigm of Change		Paradigm of Motivation		Paradigm of Education	
	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS
	Leadership is for the few.	Everyone can be a leader.	A few people are gifted.	Everyone has genius.	To improve schools the system needs to change first.	Change starts with me.	Direct and control student learning.	Empower students to lead their own learning.	Educators focus solely on academic achievement.	Educators and families partner to develop the whole person.

DO Highly Effective Practices	Leadership	Culture	Academics
		<p>Start with Adults Learning & Modeling</p> <ul style="list-style-type: none"> Principal & Coordinator Development New & Ongoing Staff Learning Family & Community Partnerships <p>Teach Students to Lead</p> <ul style="list-style-type: none"> Direct Lessons Integrated Approaches Service Learning 	<p>Create a Leadership Environment</p> <ul style="list-style-type: none"> Physical Environment Social-Emotional Environment Leadership Events <p>Share Leadership</p> <ul style="list-style-type: none"> Lighthouse & Action Teams Leadership Roles Student Voice

GET Measurable Results	Leadership	Culture	Academics
	Highly effective students and adults who are leaders in their school and community.	A high-trust school culture where every person's voice is heard and their potential is affirmed.	Engaged students who are equipped to achieve and entrusted to lead their own learning.

Additionally, Sory offers many opportunities for our Husky Leaders and families to engage and serve in an array of community events. This teaches students the importance of community involvement and giving students authentic learning experiences.

This is the official year three that Sory has implemented the *Leader in Me* curriculum. Sory's master schedule includes 20 minutes daily of holding "Morning Meetings". During these Morning Meetings our Husky Leaders are provided with interactive activities that will help them learn practical character and life skills that will lead to those positive choices.

Morning Meetings provide the following learning for our Husky Leaders:

- Critical thinking
- Goal setting

- Listening and speaking
- Self-directed learning
- Presentation-making
- Working in groups

School Processes & Programs Strengths

- Strong Community Partnerships:
 - Simmons Bank Grants
 - Sherman Rotary Club
 - Western Heights Church of Christ
 - Austin College
- PALs - Partnership with Sherman High School as a mentoring program for students.
- PALs - Partnership with Austin College as a mentoring program for students who helps reinforce the *Leader in Me* learning, the 7 Habits and foundational academic skills.
- Very active PTA with a myriad of events to engage the families throughout the school year.
- Husky Honors Celebration four times a year. This is to celebrate our student's academic achievement.
- FOCUS students participate in Special Olympics throughout the school year. They participate in bowling, basketball and track events.
- Collaboration with Communities in Schools.
- Developing the *Leader In Me* Framework throughout our school.
 - Roles Fair for Huskies in grades 3rd - 5th. There are 21 roles they can apply and interview for to support our campus.
 - Incorporated through all grade levels.
 - Kindness Squad
 - Sory Cheerleaders
- Utilization of the 4DX process throughout the school to help support Sory's Wildly Important Goal: school level; grade level; classroom and individual Husky Leader.
 - Leadership Portfolio utilization for all Husky Leaders grades Kinder - 5th.
 - Every grade utilizes leadership portfolios.
 - During October 2025 Curriculum Night all parents will be introduced to the use of the leadership portfolios.
- For the Fall semester of the 25-26 school year Sory's "famulty" will be supporting 17 Austin College student teachers .
- Sory Elementary School provides Teacher Observations/Student Teaching mentors for:
 - Austin College
 - Texas A&M-Commerce
 - Southeastern Oklahoma State University
 - University of North Texas
 - Texas Women's University
 - Texas Tech University
 - Teach for Texas students
 - Region 10 Alternative Certification Program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are arriving to school with significant deficits within the area of social/emotional skills impede their learning and learning of others.
Root Cause: Students are arriving daily with the lack of social, emotional, coping, and school readiness skills which impacts their ability to reach their typically annual growth measure within the academics arena. And students do not have a sense of cooperation to live in an interdependent community and world.

Perceptions

Perceptions Summary

Sory Elementary’s culture is welcoming, family-oriented, and loving. Every Husky Leader is held to high academic and personal character standards, and their individual successes are celebrated. A cadence of staff and student celebrations reinforces this positive culture. Although Sory is one of the most diverse campuses in the district—sometimes overlooked in district-wide perceptions—our community thrives on inclusion, connection, and growth.

A key focus at Sory is cultivating a growth mindset. Students set **Wildly Important Goals (W.I.G.s)**, track their lead measures daily, and celebrate progress as they accomplish these goals. This practice not only builds accountability but also fosters a sense of ownership and pride in learning.

We remain committed to living out our mission of *building leaders, one Husky at a time*. Through the **7 Habits of Highly Effective People**, students learn to lead themselves and others. The habits are taught through an “inside-out” approach: the first three habits (roots) focus on personal responsibility and private victories; the next three (trunk and branches) guide students in achieving public victories through collaboration and teamwork; and the final habit (renewal) reminds students to care for themselves in order to be their best for others.

Staff and community surveys consistently reflect an overwhelmingly positive perception of our school. Respondents highlight strong school climate, supportive relationships, high morale, and a safe environment. Teachers feel respected, valued, and supported in their roles, and they report high levels of job satisfaction.

This is affirmed by our most recent Measurable Results Assessment (MRA). In Spring 2025, Sory Elementary’s overall score increased by one point from the previous year—moving us to 78 points. According to Franklin Covey’s expectations, a score of 80 represents an incredibly high-functioning campus, a score that few schools earn. We are working to achieve an 80 by the end of 25-26. In fact, Sory showed notable gains across multiple areas:

- Student Led Practices rose by 4 points (to 80).
- Staff Leadership rose by 4 points (to 80)
- Empowering Teachers (Academic Self-Efficacy) rose by 4 points (to 78)
- Family & Community Engagement also showed significant growth, increasing by 9 points (to 81)

These results affirm that our culture of leadership, belonging, and growth is not only deeply embedded in our daily practices but is also producing measurable results. At Sory Elementary, we are proud to be a campus where students, staff, and families thrive together.

Perceptions Strengths

- Multiple areas in the MRA rose by over 4 points, some as many as 9 points.
- Strong community and parents relations that support Sory Elementary.

- Teachers and staff feel respected from both coworkers and supervisors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some of our families are not active participants in their child's education.

Root Cause: Low - socioeconomic status such as balancing work/life demands impedes active participation within their child's education.

Priority Problem Statements

Problem Statement 1: Math performance at Sory Elementary continues to lag behind reading, with too few students reaching the Meets and Masters levels on STAAR and i-Ready.

Root Cause 1: The root cause of lower math performance at Sory Elementary is tied to the inconsistency use of intentional intervention blocks and progress checks. Until recently, the campus did not have a systematic process for using common formative assessments to provide timely feedback and guide instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students are arriving to school with significant deficits within the area of social/emotional skills impede their learning and learning of others.

Root Cause 2: Students are arriving daily with the lack of social, emotional, coping, and school readiness skills which impacts their ability to reach their typically annual growth measure within the academics arena. And students do not have a sense of cooperation to live in an interdependent community and world.

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
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject

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: By the end of the school year, 90% of newly hired teachers participating in the district's teacher mentoring program will demonstrate improved instructional practices, as measured by formal classroom observations and student achievement data. Mentor-teacher pairs will meet bi-weekly for collaborative reflection, goal setting, and professional development, with a 95% completion rate of required sessions.

Evaluation Data Sources: Mentor Logs
Mentor/Mentee Meeting Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of new teachers and staff members to Sory Elementary will attend Sory's new teacher training.</p> <p>Strategy's Expected Result/Impact: Improved Retention Understanding of Leader in Me Understanding of the 7 Habits of Highly Effective People Pervasive implementation of the Leader in Me curriculum throughout the instructional school day</p> <p>Staff Responsible for Monitoring: Lori Hartman Andrea Wiggins Lighthouse Committee Team Leader Kaitlyn Gregory - Grade Level Team Leader Trista Wynn - Grade Level Team Leader</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of teachers with 0-2 years of experience will participate in the district mentor/mentee program, meeting bi-weekly and focusing on increasing efficacy in high quality instructional strategies.</p> <p>Strategy's Expected Result/Impact: Improved Instructional Practices Increased staff retention Leadership development for mentors Positive culture of professional collaboration</p> <p>Staff Responsible for Monitoring: Lori Hartman Carrie Young (Mentor) Kaitlyn Gregory (Mentor) Cindy Pressley (Mentor) Diana Lummus (Mentor)</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	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: By the end of the 2025-2026 school year, Sory Elementary will increase the MRA survey score in the area of Supportive Environment for Staff from 83 to 85 by implementing intentional systems of support that prioritize staff well-being.


High Priority

Evaluation Data Sources: MRA
Staff Appreciation Schedule
Sory Staff Weekly Newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: Sory administration will schedule regular staff morale boosters that will occur on average every 10-15 instructional days, throughout the year, to increase appreciation for staff.</p> <p>Strategy's Expected Result/Impact: Increased Staff Morale and Job Satisfaction Improved Staff Retention Enhanced School Climate</p> <p>Staff Responsible for Monitoring: Lori Hartman, Principal Kathy Indelicato, Assistant Principal Valeta Tollison, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Sory administration will establish a consistent system for sharing staff shout-outs, celebrating weekly positive events, and highlighting encouraging feedback from parents.</p> <p>Strategy's Expected Result/Impact: Increased Staff Recognition and Morale Stronger School Climate Improved Staff Retention Modeling of Leader in Me Paradigms</p> <p>Staff Responsible for Monitoring: Lori Hartman, Principal Kathy Indelicato, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

Performance Objective 1: We will provide beginning of the year and ongoing training on Kagan Strategies with 70% of walkthroughs demonstrating the implementation of strategies in instruction.

High Priority

Evaluation Data Sources: Walkthroughs
Professional Development Presentation
District Implementation Timeline

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement professional development according to the district pacing guide.</p> <p>Strategy's Expected Result/Impact: Increased Implementation of Kagan Strategies Improved Student Engagement and Discourse Enhanced Instructional Effectiveness Positive Impact on Student Achievement Alignment with District and Campus Goals</p> <p>Staff Responsible for Monitoring: Lori Hartman, Principal Kathy Indelicato, Assistant Principal Kaitlyn Gregory, 2nd team lead Trista Wynn, 3rd team lead</p> <p>Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will focus on giving specific feedback in the area of Communication in T-TESS walkthroughs and observations regarding the implementation and use of Kagan structures.</p> <p>Strategy's Expected Result/Impact: Enhanced Student Discourse Stronger Alignment with T-TESS Expectations Positive Impact on Student Outcomes</p> <p>Staff Responsible for Monitoring: Lori Hartman, Campus Principal Kathy Indelicato, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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


Performance Objective 2: 90% of classrooms will have evidence of using STEMScopes math during their math block.


High Priority

Evaluation Data Sources: T-TESS Walkthroughs (2.2)
T-TESS Observations (2.2)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in professional development to support the internalization of the new curriculum.</p> <p>Strategy's Expected Result/Impact: Deeper Teacher Understanding of Curriculum Stronger Instructional Alignment Improved Instructional Practices</p> <p>Staff Responsible for Monitoring: Lori Hartman, Principal Kathy Indelicato, Assistant Principal</p> <p>Title I: 2.52</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction 	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will provide intentional and forward feeding feedback specifically to the implementation of STEMScopes during T-TESS Walkthroughs and Observations in dimension 2.2.</p> <p>Strategy's Expected Result/Impact: Stronger Instructional Alignment Improved Instructional Practices</p> <p>Staff Responsible for Monitoring: Lori Hartman, Principal Kathy Indelicato, Assistant Principal</p> <p>Title I: 2.52</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction 	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 1: The percentage of 3rd grade students that meet grade level or above on STAAR math will increase from 28% to 40% by June 2026.


High Priority

Evaluation Data Sources: STAAR Performance and State Accountability Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a campus-wide system for administering Common Formative Assessments (CFAs) in math.</p> <p>Strategy's Expected Result/Impact: Improved Student Mastery of Math TEKS Data-Driven Instruction Stronger PLC Collaboration</p> <p>Staff Responsible for Monitoring: Lori Hartman, Principal Kathy Indelicato, Assistant Principal</p> <p>Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of high quality instruction materials. (STEMScopes)</p> <p>Strategy's Expected Result/Impact: Increased Fidelity of Instruction Improved Teacher Capacity Stronger Alignment to TEKS Growth in Student Achievement</p> <p>Staff Responsible for Monitoring: Lori Hartman, Principal Kathy Indelicato, Assistant Principal</p> <p>Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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


Performance Objective 2: The percentage of SPED students in 3rd Grade Math that meet grade level expectations will increase from 19% to 25% by June 2026.


High Priority

Evaluation Data Sources: STAAR Performance and State Accountability Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Special Education Professional Learning Communities (PLCs) to strengthen instructional capacity of SPED staff and address instructional deficits of students receiving special education services.</p> <p>Strategy's Expected Result/Impact: Reduced Instructional Deficits Improved Teacher Capacity Data-Driven Instruction Increased Collaboration and Consistency</p> <p>Staff Responsible for Monitoring: Kathy Indelicato, Assistant Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of strategic intervention block for all grade levels with flexible grouping based on specific student academic needs.</p> <p>Strategy's Expected Result/Impact: Accelerated Student Growth Improved Differentiation Closing of Achievement Gaps</p> <p>Staff Responsible for Monitoring: Lori Hartman, Principal Kathy Indelicato, Assistant Principal</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 4: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 1: 100% of professional staff will participate in focused activities that will increase family and community engagement.

High Priority

Evaluation Data Sources: Event Sign-in sheets
Feedback on MRA Survey





Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of all classroom teachers will build positive family relationships by making a positive contact with all parents during the first month of school and will continue with consistent communication throughout the school year.</p> <p>Strategy's Expected Result/Impact: Teachers will create a welcoming tone and "open the door" for positive communication with all parents.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Invite campus stakeholders to develop strong parent, student, and campus partnerships through participation in scheduled Parent Teacher conferences and events. In the fall, parents and students will be invited to sign a Learning Compact, partnering with the campus to make personal commitments to help ensure student success.</p> <p>Strategy's Expected Result/Impact: All families will feel welcome to participate in various activities throughout the school year, and realize the personal impact and responsibility all of us have to ensure student success</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Sory will achieve 100% Staff Membership with the Sory Elementary PTA</p> <p>Strategy's Expected Result/Impact: Sory staff will show support and participation with the PTA, and will foster positive relationships between staff and families.</p> <p>Staff Responsible for Monitoring: Campus Principal PTA Membership Log</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Encourage two-way communication and engagement with students' families through involvement in the PTA, parent committees, volunteering opportunities, attendance at school events, and participating in campus surveys. School will host an annual Title I Parent Engagement Night</p> <p>Strategy's Expected Result/Impact: Parents/Families and the community will be more engaged and likely to partner with the school to increase student achievement and success.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 2: Every grade level will send out monthly newsletters to our parents to include specifics about: student learning; important dates to remember; and a letter from the Principal.

Evaluation Data Sources: Monthly Newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of a new "What Are We Learning" communication tool for each grade level. This update will give parents access to current instructional topics, upcoming assessment dates, and suggested activities or resources to support learning at home.</p> <p>Strategy's Expected Result/Impact: Increased Parent Engagement Improved Home-School Connection</p> <p>Staff Responsible for Monitoring: Lori Hartman, Principal All team leads</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal will communicate monthly with parents and align the communication with the habit of the month to help support Leader In Me implementation at home.</p> <p>Strategy's Expected Result/Impact: Reinforcement of Leadership Habits at Home Increased Parent Engagement Consistent Messaging Between Home and School</p> <p>Staff Responsible for Monitoring: Lori Hartman, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				