

# Sherman Independent School District

## Fred Douglass Early Childhood Center

### 2025-2026 Campus Improvement Plan

Accountability Rating: Not Rated



# Mission Statement



## Fred Douglas Early Childhood Center

To foster a distinguished inclusive Pre-Kindergarten program where curious minds explore boldly, think creatively, and lead confidently through purposeful, intentional learning experiences.

## Campus Health Services Mission Statement

To foster a safe and healthy environment where every child can thrive and engage in their learning journey. By promoting physical and emotional well-being through care and education, I aim to create a foundation that sparks curiosity and creativity, empowering students to become confident, lifelong learners.

## Communities in Schools Mission

The mission of CIS on campus as I see it is to provide students with the support needed to encourage social, emotional, and academic development, and promote the well-being of the entire family.

# Vision

## Campus Vision

To become a distinguished Pre-Kindergarten program that shapes the leaders and changemakers of tomorrow.

# Program Goals

## 2025-2026 Early Learning Program Standards

Standard 1: Overall Health and Development

Standard 2: Pre-K Curriculum and Instruction

Standard 3: Assessment of Child Progress

Standard 4: Instructional Environments

Standard 5: Program Experiences

Standard 6: Professional Development

Standard 7: Leadership Development

Standard 8: Family Relationships

Standard 9: Community Relationships

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Summary

The community surrounding 505 E College St, located in ZIP code 75090 in Sherman, Texas, is home to approximately 26,000 residents. The area has a relatively young population, with a median age around 34 to 35 years. Children and teenagers make up a significant portion of the community, and households tend to be moderately sized, averaging about 2.8 people per home.

Racially and ethnically, the neighborhood is diverse. About 73% of residents identify as White, 10% as Black or African American, and around 11% identify with two or more races or other categories. Hispanic and Latino residents account for roughly 22–24% of the total population. Over 30% of residents speak a language other than English at home, primarily Spanish, highlighting a strong bilingual presence in the community.

The area faces economic challenges compared to state and national averages. The median household income is approximately \$58,500, with a poverty rate of about 15%. Educational attainment is relatively low, with only around 14–22% of adults holding a bachelor's degree or higher. This suggests a strong opportunity for programs focused on postsecondary readiness and career pathways.

Housing is fairly affordable in the region, with median home values ranging from \$110,000 to \$156,000 and average monthly rents between \$885 and \$1,100. About 56% of homes are owner-occupied, while roughly 34% are rentals.

The Fred Douglass Early Childhood Center specializes exclusively in early childhood education for Pre-K 3 (head start) and 4-year-old students, emphasizing early literacy, language, mathematics, and social development to ensure readiness for kindergarten and subsequent educational stages. As a Title 1 prekindergarten campus within the Sherman Independent School District we are located near College Street and downtown Sherman forming part of the Neblett Feeder. Fred Douglass operates under the Early Learning and offers a full-day program, extending from 7:20 AM to 3:20 PM, with regular school hours from 7:30 AM to 3:05 PM. Data sources such as Children's Literacy Institute (CLI), staff and parent surveys, and, staff conversations, committee meetings involving parents, staff, and Site-Based Decision Making (SBDM) members are utilized to develop the Comprehensive Needs Assessment (CNA) for the 2025-2026 school year.

For the academic year 2024-2025, we maintained six Bilingual Pre-K classrooms, two ECSE classrooms, one deaf education classroom, three head start classrooms, five PreK 4 classrooms, and one PE teacher serving a total of 227 scholars. PreK- 163, HS 48 and Special Services 15.

#### Demographics Needed

Our Pre-K campus needs assessment identifies several critical areas of focus to support our growth and maintain our status as a Premier Pre-K program. Increasing enrollment, particularly in Pre-K 4, is a top priority as we work toward our goal of serving more families in Sherman ISD. Strengthening our data tracking systems will allow for more effective monitoring of student progress and program effectiveness. Improving student attendance through proactive strategies remains essential. We are also focused on enhancing parent involvement opportunities on campus through family engagement events and opportunities for students to showcase newly acquired skills.

Ongoing support and development of community partnerships will further enrich our campus offerings and student experiences we will work with Sherman Education Foundation to support this effort.. These collective efforts will ensure our Pre-K campus remains a model of excellence in early childhood education for Sherman ISD. In a collaborative effort, The Fred Douglass Administrative Team worked alongside educators, local community members, parents, and business leaders to analyze data, pinpoint strengths and needs, and construct an all-encompassing plan aimed at setting objectives for the forthcoming school year in monthly SBDM Meeting. This strategic document is a testament to the collective

commitment to educational excellence and continuous improvement.

### **Title 1 Information**

Sherman ISD uses title 1 funding at the central administration level to fund positions. A significant 72.5% of the students are economically disadvantaged based income requirements 23.2% qualifying as students with disabilities requiring special education. Additionally, 29% are identified as English Language Learners enrolled in Bilingual Education. These are current district percentages.

### **Special Services**

During the 2024-2025 school year, 6% of the student body were Special Education students. One diagnostician is housed on campus and there are 3 special services classrooms. FALS, ESCE and Deaf Education. Our campus is the Regional Campus for Deaf Education and for the 2025-2026 school year we are anticipating servicing 3 students. One student full day, one student partial week as outlined in his IEP and 1 pending home bound services.

### **Staff Credentials -Needed**

The teaching staff at Fred Douglass Early Childhood Center Varies Bachelor's Degree, % with a Master's Degree (no change), and 16.67% with a Doctoral Degree. The teacher demographics are 83% African American and 16% Hispanic. In terms of experience, 0% were first-year teachers (decrease of 16%), 50% had 1-5 years of experience, 16% had 6-10 years, and 16% had 17-22 years, with no teachers having more than 22 years of experience. The campus also included a 0.5 special education teacher. We will not have this position for the 2025-2026 school year. 5/6 teachers are rated proficient or higher. Teacher number 6 is new to the district.

### **Staff Retention**

As of May 2025, Fred Douglass Early Childhood Center expects a 83% (14/17 returning) teacher retention rate. There will be a 83% teacher assistant return rate for the 2025-2026 school year. The plan for the new Principal is to observe trends to determine staff needs for the year.

### **Mentorship Program**

Fred Douglass Early Childhood Center follows the comprehensive mentorship program designed to bolster the professional growth and retention of new and novice educators organized by Sherman ISD, those transitioning to the ISD, and Pre-K teachers, as well as to provide additional support to faculty requiring enhanced instructional guidance. A distinguished/beyond proficient level teacher from the will support the mentorship initiative, with an Assistant Principal meticulously monitoring the program's efficacy. No changes needed -Fall 2025 FDECC has two teachers that will require mentorship pending hire. One is new to teaching and the second on is new to Sherman ISD.

### **Substitute Teacher Strategy**

To address the frequent need for substitute teachers, particularly when classroom ratios exceed the 10-1 threshold (PK 3 and 11-1 for PK 4), the campus will implement a robust on-boarding process. Additionally, we will use a floater to address coverage needs when necessary. We have 3 subs that are committed to supporting our campus. Our recruitment efforts will persist, focusing on engaging retired educators and prospective teachers. No changes needed -Fall 2025

### **Parental Engagement Data (2025)**

There is no parent survey data for 2024-2025

### **Community and Student Demographics**

Our students predominantly reside within the local community and the broader Sherman area, with school transportation primarily facilitated by their parents and the campus has two buses that transport students directly to and from their homes. No changes needed -Fall 2025

## **Behavioral Management**

Approach Given the tender age of our students, our behavioral management strategy eschews traditional disciplinary referrals. Instead, we channel students encountering difficulties towards counseling support services available to both scholars and their families. For persistent behavioral concerns, a holistic discipline plan is enacted campus-wide which includes elements of Conscious Discipline, with proactive parental involvement. No changes needed -Fall 2025

## **Mobility and Retention Metrics**

There is no data for 2024-2025. As a cornerstone of the community, our campus not only caters to the immediate neighborhood to accommodate the dynamic nature of student mobility, we offer personalized support to each family. Additionally, we provide complimentary transportation through the district to support working parents and address mobility-related challenges. No changes needed -Fall 2025

## **Staff Retention Rates**

The overall staff retention rate stands at 85%, with specific figures as follows:

Teachers: 82%

Co-teachers: 82%

Custodial staff: 100%

Office staff: 100%

Administrative staff: 50% (Principal retired)

Cafeteria staff: 100%

No changes needed -Fall 2025

## **Demographics Strengths**

### **Schools and Classrooms**

In the 2025-2026 academic year, Fred Douglass Early Center maintains enrollment for 17 Pre-K classrooms, consistent with the previous year (**GE-49, BIL 79, HS 53, SPS 11**) as of July 2025. 14/17 teachers are returning, and there is an increase in awareness of early childhood developmental needs. FDECC maintains an average student-to-teacher ratio of 2:16 classrooms.

### **Student Demographics**

In the EE cohort (Early Education) at Fred Douglass Early Childhood Center, as of the July 24, 2025 snapshot with an enrollment date of August 13, 2025, there are 54 students in total 19 female and 35 male. Hispanic/Latino students form the majority with 33 students (14 females, 19 males), representing 61% of the class. White students comprise 12 individuals (3 females, 9 males), about 22%, while Black or African American students total 6 (2 females, 4 males), approximately 11%. A smaller group of 3 male students (6%) identify as Two or More Races, and there are no recorded females in that category. In the PK cohort at Fred Douglass Early Childhood Center (enrollment dated August 13, 2025), there are a total of 165 students—88 female and 77 male. Hispanic/Latino students make up the vast majority with 124 individuals (75%), comprised of 67 females and 57 males. White students account for 18 (11%)—with 8 females and 10 males—and Black or African American students number 16 (10%), split between 7 females and 9 males. Smaller groups

include Five students (3%) identifying as Two or More Races (4 female, 1 male), along with one American Indian or Alaska Native student (1 female, 1%) and one Asian student (1 female, 1%).

### **Enrollment Process**

Sherman ISD's enrollment has been conducted online, with parents receiving support from campus staff. FDECC provides continuous onsite enrollment assistance. Currently, we have 189 students enrolled Pre-K students aged 3 and 4, near Downtown Sherman. As a neighborhood campus, students who qualify are able to attend our campus as no cost to families. Additionally, we serve Head start families and students who are enrolled in the 3 year old program, must meet the Head Start Income requirements and complete their parent interview process before being accepted. Referrals from previous families significantly contribute to our enrollment numbers. We also operate on a rolling enrollment process.

### **Campus Staffing and Support**

The leadership team is composed of one Principal and one Assistant Principal (0.5) with both leaders specializing in Early Childhood Education. Additional staff includes one nurse, Counselor (0.5), CIS personnel (1) one Office Manager, one Campus Safety Officer, two cafeteria staff, and three custodians. Additionally, we house special services, Speech Language Pathologist and educational diagnostician. We are also a Head Start Partner and there are 2 head start staff members with an office space on campus.

### **Leadership Certifications**

Campus administration (principal) is certified in Teacher Excellence Initiative (TEI, she is slated to complete T-Tess Certification in September 2025), holds a Texas Reading Academy Certificate, a CLASS evaluation certification, holds a micro-credential of Autism Circuit recognized by TEA, and is a certified administrator by the Texas Education Agency (TEA). Campus administration has over ten years of leadership experience. The campus assistant principal is T-Tess certified, ESL Certified and Special Education Certified and a Texas Certified administrator with more than 10 years of Early Childhood experience.

### **Staff Demographics**

FDECC prides itself on a highly qualified teaching staff of staff actively working towards certification, with more than 88% being state-certified. Fred Douglass plans to work with staff throughout their certification process and grow instructional assistants to be IA's. The teacher retention rate for 2025 is 83%.

### **Community Engagement**

Fred Douglass had community partnerships that were loyal to the previous campus administration and we will need to build relationships and form new partnerships for the upcoming school year.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is a pressing need to expand community partnerships--with local businesses, nonprofits, civic groups, and universities--to bolster campus and family engagement; without these collaborations, schools lack vital resources and supports that research shows drive higher attendance, academic achievement, and social-emotional well-being. (Climate and Culture and academic achievement)

**Root Cause:** New campus administration and previous sponsors were connected to the previous leadership team.

**Problem Statement 2 (Prioritized):** With 88% of educators fully certified meaning 12% are still on provisional, probationary, emergency, or no certification there is a need to ensure they are set up for success to pass the state exam. (Quality Instruction, Climate and Culture and academic achievement)

**Root Cause:** There are two degreed teachers on campus that are currently in certification programs and working to pass the components of the test.

**Problem Statement 3:** There are fewer PK4 general education students enrolled than in any other class/grade level

**Root Cause:** There is a need to recruit for Pre-K 4-year-olds before the start of the school year and ensure rolling recruitment strategies are implemented along with ensuring 4 year

old's return.

**Problem Statement 4 (Prioritized):** According to the 2023-2024 survey, there were parents who asked for more engagement for deaf education families. (Climate and Culture and academic achievement) There were no survey conducted for 2024-2025 therefore there is an opportunity to include those activities.

**Root Cause:** It does not appear that the feedback from the survey was used for Family Engagement planning,

# Student Learning

## Student Learning Summary

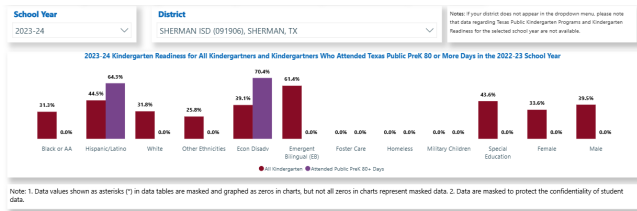
During the 2023-2024 academic year (there is no data for 2024-2025), Fred Douglass Early Childhood Center assessed around 160 out of 195 students in Early Childhood Development Services (ECDS/CLI), achieving assessment participation rates slightly above 81% across all subjects. In Emergent Literacy Reading, 82.1% of students were assessed, with 29.4% proficient at the beginning of the year (BOY) and 86.3% proficient by the end of the year (EOY), reflecting a significant proficiency gain of 56.9 percentage points. For Emergent Literacy Writing, proficiency was very high initially with 91.9% proficient at BOY and 90.0% at EOY, showing a slight decrease of 1.9 points. In Health and Wellness, 81.5% were assessed, and proficiency declined from 95.0% at BOY to 89.9% at EOY, a decrease of 5.1 percentage points. Language and Communication saw 82.1% assessed, with proficiency increasing notably from 56.3% at BOY to 84.4% at EOY, a gain of 28.1 points. Finally, in Mathematics, 82.1% of students were assessed, with proficiency rising from 56.6% at BOY to 88.1% at EOY, an increase of 22.5 points. Overall, the center demonstrated substantial growth in reading, language, and math proficiency, with some minor declines in writing and health and wellness proficiency.

According to the TPIER data from 2023-2024 (2022-2024 PK), kindergarten readiness rates showed variation across different student groups. Among all kindergartners, 31.3% of Black or African American students were kindergarten ready. Hispanic/Latino students had a readiness rate of 44.5%, which increased to 64.3% for those who attended public PreK for 80 or more days. White students showed a readiness rate of 31.8%, while students classified as "Other Ethnicities" had a rate of 25.8%. Economically disadvantaged students had a readiness rate of 39.1%, which rose significantly to 70.4% for those with substantial PreK attendance. Emergent Bilingual (EB) students who attended public PreK had a readiness rate of 61.4%. Students receiving special education services had a kindergarten readiness rate of 43.6%. Among all kindergartners, 33.6% of females and 39.5% of males were kindergarten ready.

## Student Learning Strengths

On the EOY CLI data 91% of bilingual students were deemed on track according to wave 3 data. On Wave 3, 80% of bilingual students were on track for rapid vocabulary in Spanish. 90% of bilingual students were on track for letter sound correspondence. On wave 3 82% of English speaking students and 87% of bilingual students assessed were on track.

Kindergarten readiness improved to 36.7% in the 2023–24 school year, up from 33.8% the previous year, reflecting a positive trend in early learning outcomes. Students who attended public PreK for 80 or more days were significantly more prepared, with a readiness rate of 69.7%. Among these students, those identified as Economically Disadvantaged and Emergent Bilingual performed particularly well, highlighting the impact of sustained early education. PreK participation also increased to 40.5%, indicating stronger engagement in early childhood programs across the district. Additionally, Sherman ISD continues to support student learning by offering full-day kindergarten districtwide.



Public Kindergarten Enrollment, Readiness Assessments and Results by Kindergarten School Year

All Kindergarten Students						Attended Public PreK for 90 or More Days in the Previous School Year					
School Year	Students Enrolled	% Students Enrolled	Kindergarten Ready	% Kindergarten Ready	% Emergent Bilingual	School Year	Students Enrolled	% Students Enrolled	Kindergarten Ready	% Kindergarten Ready	% Emergent Bilingual
2022-23	575	48.9	87.1%	144	24.7%	2022-23	189	37.9	91.2%	93	49.2%
2022-21	557	524	94.1%	177	33.8%	2022-21	195	190	97.4%	104	54.7%
2022-20	580	510	87.9%	187	32.7%	2022-20	36	33	91.7%	23	63.9%

Kindergarten Enrollment by Full or Half Day and School Year				Kindergartners Who Attended Public PreK the Previous Year by Kindergarten School Year				Schools Reporting Assessments by School Year		
School Year	Full Day Enrolled	Half Day Enrolled	% Emergent Bilingual	School Year	Students Enrolled	Attended PreK	% Attended PreK in Same District	Attended PreK in Same School	School Year	Number of Schools Reporting
2022-23	575	0	0	2022-23	575	199	34.6%	174	0	7
2022-21	557	0	0	2022-21	557	219	39.3%	194	0	7
2022-20	580	0	0	2022-20	580	195	33.6%	171	0	7

School Name	Subject Area	Total Students in ECDS	Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EGY	% Proficient BOY	% Proficient EGY	Proficiency Percentage Point Difference
FRED DOUGLASS EARLY CHILDHOOD CENT (091900101)	Emergent Literacy Reading	195	160	82.1%	47	138	29.4%	86.3%	56.9
	Emergent Literacy Writing	195	160	82.1%	147	144	91.9%	90.0%	-1.9
	Health and Wellness	195	159	81.5%	151	143	95.6%	89.9%	-5.1
	Language Communication	195	160	82.1%	90	135	56.3%	84.4%	28.1
	Mathematics	195	160	82.1%	105	141	65.6%	88.1%	22.5

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Based on Wave 3 data, only 75% of the students assessed in rapid vocabulary were considered on track according to the CLI assessment.

**Root Cause:** There is a need to use alternative methods to provide scholars access to the content since the vocabulary is found in the curriculum that is not currently used in the district.

**Problem Statement 2 (Prioritized):** Based on Wave 3 data, only 73% of the students assessed in English for LSC were considered on track according to the CLI assessment.

**Root Cause:** There is a need for targeted alphabet knowledge instructional support.

**Problem Statement 3 (Prioritized):** Based on wave 3 data, only 68% (ENG) and 71% (BIL) of students were considered on track in the category of phonological awareness. (Less than 1 % growth were in the following areas: syllabication, alliteration, and rhyming -ENG) Less than 1% growth in alliteration (BIL)

**Root Cause:** There is a need for alignment and targeted phonological awareness instructional support and development.

**Problem Statement 4 (Prioritized):** According to the wave 3 data, students ability to be independent and self care skills are showing growth of less than 1%

**Root Cause:** There is a need for direction on how to provide leadership opportunities for young children as they are developing and a collaborative partnership with the school nurse.

**Problem Statement 5 (Prioritized):** According to the wave 3 data, rote counting (ENG/SP), number naming and discrimination (ENG/SP), counting sets (ENG/SP) and operations (ENG/SP) shows growth of less than 1% in those (English)

**Root Cause:** There is a need to support using the math continuum training. There is a need to add a component to the math portion of FrogStreet

# School Processes & Programs

## School Processes & Programs Summary

### Overview

Fred Douglass Early Childhood Center is located near downtown Sherman Texas, offers a specialized Prekindergarten program for 3 (Head Start) and 4-year-old's. The campus is open to children from the Sherman Independent School District , catering especially to those whose parents work at local businesses, district employees who qualify and those who are returning families. It features a full-day program using Frog Street and STAR curriculum there are no extended day options for additional learning and enrichment activities at this time. FDECC serves the largest amount of PreK students in the district and also serves as the Grayson County Regional School for the Deaf.

### Enrollment

Enrollment is available online or in person, starting in April and continuing through the summer on campus. The campus fosters a strong community connection through active parent-teacher organizations and regular meetings with campus administration. The curriculum is diverse, focusing on early literacy, math, and social-emotional learning, complemented by music, movement, and various skill-building activities. For the 2025-2026 school year, we will work to add a STEAM component to the program. Professional development for teachers is a priority, supported by a performance-based evaluation system to ensure high-quality education. Recruitment efforts are robust, and the school culture is nurtured through leadership, incentives, and celebrations.

### Hiring and Recruitment

Fred Douglass Early Childhood Center in collaboration with Human Resources streamline the recruitment and on-boarding of new staff, ensuring a seamless integration into our educational community. Additionally, we use referrals and Linked in to vet qualified candidates. Our comprehensive staff development program, led by our leadership team, encompasses training in campus policies, safety protocols, instructional strategies, and family engagement. Leadership recognition is affirmed by the same percentage, with all staff comfortable in communicating openly with administrators. To bolster retention, we've fostered a culture of open dialogue, leadership development, inclusive decision-making, and community-building activities. Our proactive approach prepares internal candidates for leadership roles, ensuring continuity and growth within our team.

### Educator Expertise

Fred Douglass Early Childhood Center we prioritize the cultivation of instructional leadership among our educators. By offering opportunities to spearhead, innovate, and refine teaching methodologies and programs, we empower our staff to excel. Additionally, we align student-teacher pairings to reflect our diverse demographics, ensuring a balanced educational experience for both bilingual and general education students.

### Professional Practices

Professional development at Fred Douglass Early Childhood Center is tailored to staff needs, aligning with key Early Learning Goals. Our instructional specialist delivers bi-weekly feedback, enhancing teacher and co-teacher performance (for the 2025-2026 school year, we will not have the instructional specialist). Supported by TTESS evaluations and continuous monitoring, our training programs are responsive to classroom dynamics and curriculum requirements. The 2025-2026 focus targets are early childhood development, literacy and math proficiency, measured through CLI assessments and progress data. Strategies are refined in our PLCs, with teacher input via the SBDM committee.

### Teacher Evaluations and Student Results

T-TESS summative evaluations, including walkthrough and extended observations, offer valuable insights into teaching practices and development opportunities, correlating with student performance. Student results have not been favorable for the EOY data.

### Supporting new teachers and staff

Every new educator to Douglass is paired with a mentor through the district's established mentor-mentee framework. Beyond this, we have an internal mentorship program that mandates further observations, teamwork, and support. For the 2025-2026 academic year, we aim to extend an orchestrated mentorship to all staff members who are new to their roles, ensuring a supportive transition and professional growth.

### **Programs and Opportunities (Curriculum, assessment, and opportunities)**

In the 2024-2025 academic year, Fred Douglass Early Childhood Center marked its fourth year as an Early Childhood campus, offering dual language, serves as the Grayson County Regional School for the DEAF, special education, head start 3 year old and four year old general education classrooms. The curriculum includes Frog Street and STAR. There is a need to ensure all students have access to arts and music through partnerships. CLI Assessments with a built in dyslexia screener are conducted three times per year for early detection, planning and intervention. There is a need to add additional programming and student experiences.

### **Procedures**

Douglass prioritizes Professional Learning Community (PLC) meetings, ensuring readiness for all activities. The plan is to efficiently utilize "free time" through master scheduling, facilitate seamless transitions, and provide unambiguous instructions to maintain focus and order. We are committed to fostering an environment where every student has equal access to success, supported by necessary resources, and is treated impartially. Accountability is mutual, with students expected to learn diligently as educators are to teach effectively, all while upholding high academic standards.

### **Disciplinary Findings**

Our observations indicate a decrease in severe behavioral issues among students, with current figures showing 4 out of 226 students affected. A majority of these cases are linked to changes in family dynamics. While our existing discipline plan has shown promise, we acknowledge the need for enhancements next year. To bolster our support, we will need to adjust the structured social-emotional learning (SEL) program (Conscious Discipline) and ensure teachers are aware of the campus behavior procedures.

### **Safety**

The safety committee convenes at least once per semester to evaluate and enhance on-campus and external security measures. Regular inspections are conducted by the custodian, Fire Marshall, the district safety team, Office Manager, and Assistant Principal to ensure facility upkeep, with any issues promptly addressed through maintenance requests. Security measures include systematic ID verification, an on-campus safety officer, secured entry points, and the implementation of the Raptor visitor management system. Visitors are verified and escorted to ensure uninterrupted learning in a secure environment after signing in at the front office.

### **School Context and Organization**

There is a need to ensure master schedule is crafted to ensure all campus operations and educational goals are efficiently met. There is a need to verify how many students can be in a classroom. Our teaching team comprises 17 educators with varying levels of experience, ranging from 12 years to less than five years in early childhood education. Teacher ratings will be added at the BOY check In. The focus areas for professional development include developmentally appropriate practices, social-emotional learning (SEL) instruction, mastery of Pre-K Guidelines and vertical alignment, and classroom management strategies for Pre-K 3 and 4.

## **School Processes & Programs Strengths**

### **Fred Douglass Early Childhood Center: A Synopsis of Educational Excellence**

### Teacher Qualifications, Teacher Retention & Effectiveness

- Retention: 82% of teachers are returning for the 2025-2026 year with a 82% co-teacher retention rate as of 07/31/2025. Our teachers in PK3 and PK4 are supervised and evaluated by an administrator who meets the requirements under subsection (b) TEC 29.167 (B-1)
- Our PK 4 teachers complete 30 hours of ECE training per year with at least 15 hours of coaching.
- Effectiveness 83% of our teachers are rated with ongoing professional development enhancing instructional skills.

### Innovative Programs, CCMR & Family Engagement

- Our campus engages in college career readiness through CTE College shirt Wednesdays, career week, and access to career experiences, counseling, and one-minute meetings.
- Fred Douglass Early Childhood Center will include the following in our yearly calendar to ensure College, Career, and Military Readiness
- Cognitive and Higher-order Thinking Strategies- There is a need to stamp and market STEAM learning centers
- Social and Emotional Intelligence- Conscious Discipline, SEL sessions, MHS, classroom jobs
- College and Career Preparedness- writing and problem solving
- Employability and Life Skills- classroom jobs and responsibilities, opportunities for oral speech development
- Monthly Family engagement projects and/or on-campus events

There is a need for: Family Programs: Revitalization of family engagement initiatives like Moms on Duty and Dads on Deck.

### Curriculum & Technology

- Fred Douglass Early Childhood Center uses Frog Street for PreK 3 and 4 which is on the Texas Education Agency's adopted instructional materials list.
- Curriculum: Implementation of a new PBIS and continued use of specialized Pre-K programs.
- Kindergarten readiness, Growth tracking, Kinder Camp visits, campus-wide academic competitions
- Technology: The board approved a technology refresh and the count that we will receive is coming soon.
- Teachers and administrators created PLC calendars, Google Drive, and resources to ensure effective meetings which resulted in maximizing instructional time.
- All teacher schedules and curricula were aligned by grade level.
- **Community & Health Initiatives Partnerships**
- There is a need for a science collaboration /partnership
- Health: We currently review shot records, but there is a need to connect our families to more resources
- There is a need to support working families through resources such as CH
- There is a need to provide food security

### School Organization & Stakeholder Involvement

- **Structure:** Two educators per classroom for focused and intentional instruction.
- **Stakeholder Engagement:** Active solicitation of feedback through various channels to inform school improvements.
- SBDM Committee, there is a need for a parent engagement committee

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** While our campus offers some opportunities for parent engagement, informal data from parents present a desire for more regular, ongoing volunteer and engagement opportunities on campus. (Climate and Culture)

**Root Cause:** There is a need to create more opportunities and space for parents to assist and support academics on campus. This was previously not approved by campus leadership. Spacing was also a concern.

**Problem Statement 2 (Prioritized):** There is a need to increase weekly time for PLC collaboration to ensure effective team planning and increased professional growth opportunities for staff. (Student Achievement and Quality of Instruction)

**Root Cause:** The 2024-2025 schedule only supports one specials rotation. (Student Achievement and quality of instruction)

**Problem Statement 3 (Prioritized):** There is a need to reduce the workload and streamline the enrollment process to support the principal's secretary, ensuring timely and efficient handling of enrollment tasks and inquiries. (Climate and Culture)

**Root Cause:** There were 3 teacher departures impacting rostering, there is a new Pre-Las testing and qualification system. There is a new PK3 classroom and a failure to communicate change in a timely manner.

**Problem Statement 4 (Prioritized):** There is a need to form partnerships to support staff, food security, access to health resources, community engagement and parent support. (Climate and Culture)

**Root Cause:** There was one partnership with the local community church.

**Problem Statement 5 (Prioritized):** There is an inconsistent and developmentally appropriate PBIS program in place. (Climate and Culture and Student Achievement )

**Root Cause:** There are several initiatives going on around PBIS and this can be confusing . The goal is to use Conscious Discipline.

**Problem Statement 6 (Prioritized):** Many early childhood classrooms lack consistent alignment with foundational early learning components, resulting in environments that compromise quality and fail to support optimal developmental outcomes.

**Root Cause:** There is a need for ongoing communication around environmental expectations and adequate educator training and professional development in developmentally appropriate practices

# Perceptions

## Perceptions Summary

At Fred Douglass Early Childhood Center we conduct business with a strong focus on collaboration, communication, and continuous improvement. Informal staff commitment reflect a high level of satisfaction and commitment. There is no current data for staff. Parent feedback is equally positive, showing that families feel welcomed, supported, and engaged through frequent communication and meaningful events. In the 2023-2024 survey parents shared that they enjoy some of the activities presented to them. We actively involve parents in decision-making through committees and regular engagement meetings, ensuring their voices are heard. Our hope is to add community partnerships that can provide valuable resources and support, enriching both student learning and staff development. Staff retention rates are not as strong as they would should be. There were 7 new hires from May until July. The goal is to support by mentorship programs and professional development initiatives. Overall, our school culture emphasizes respect, support, and shared values, which fosters a safe and productive environment for students, staff, and families alike. We begin to use surveys, feedback, and community input to guide our growth and strengthen our school community.

## Perceptions Strengths

### Staff Engagement and Retention

We demonstrate satisfactory staff satisfaction and continuity, as evidenced by a 82% co-teacher retention rate as of July 2025. There is a need for continuity to support instructional and program consistency. This also builds trust within our learning community.

There is a need to conduct a staff survey and parent survey.

### Parent participation in school events is strong:

According to teacher reports. However there are limited opportunities for them to be on campus. There is a strong presence on Facebook for families.

### School Culture, Climate, and Values

Our campus culture is rooted in respect, support, and shared responsibility:

- Staff and parents alike affirm a collaborative and inclusive culture.
- Discipline is managed effectively, contributing to a focused and safe environment.- 88% of staff agreed
- Daily and weekly communications (via Seesaw, weekly folders, and newsletters) foster transparency and connection.

### Community Partnerships and Volunteerism

We have cultivated meaningful partnerships that extend our impact beyond the classroom. These collaborations have provided:

- Access to technology, books, dental care, and mental health resources.
- Mentorship programs for educators and students. Nutritional support and culturally enriching experiences.
- Community involvement has also been reinforced through parent committees and special events, strengthening the bond between school and families.

- **Conclusion**

Fred Douglass Early Childhood Center conducts business with excellence, guided by strong relationships, data-driven reflection, and a commitment to continuous improvement.

- Our operational strength is evident in:
- Moderate levels of satisfaction among staff and families.
- Strong engagement across all stakeholder groups.
- Intentional programming and community collaboration.
- We will continue to build on this on this momentum into the 2025-2026 school year by deepening partnerships, expanding family engagement, and sustaining our supportive school climate

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a need to conduct a staff survey and parent survey. We do not currently have information on how staff and families would describe the school and learning environment.

**Root Cause:** There is a need to model best practices for surveys The intended use and value of surveys may not be fully understood by all stakeholders.

**Problem Statement 2 (Prioritized):** There are fewer PK 4 general education students enrolled than in any other class/grade level.

**Root Cause:** There is a need to increase parents' knowledge on the benefits and importance of Pre-K 4 and eventually kindergarten. There is a need to recruit for Pre-K 4-year-olds before the start of the school year and ensure rolling recruitment strategies are implemented

**Problem Statement 3 (Prioritized):** There were 7 new staff members from May until July 2025. There is a need to retain staff unless it is for reasons such as promotions or relocation.

**Root Cause:** Lack of a comprehensive staff retention strategy, including limited professional growth opportunities, unclear communication around expectations, or insufficient support for new and existing employees

# Priority Problem Statements

**Problem Statement 1:** There is a need to conduct a staff survey and parent survey. We do not currently have information on how staff and families would describe the school and learning environment.

**Root Cause 1:** There is a need to model best practices for surveys. The intended use and value of surveys may not be fully understood by all stakeholders.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** There are fewer PK 4 general education students enrolled than in any other class/grade level.

**Root Cause 2:** There is a need to increase parents' knowledge on the benefits and importance of Pre-K 4 and eventually kindergarten. There is a need to recruit for Pre-K 4-year-olds before the start of the school year and ensure rolling recruitment strategies are implemented.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** There were 7 new staff members from May until July 2025. There is a need to retain staff unless it is for reasons such as promotions or relocation.

**Root Cause 3:** Lack of a comprehensive staff retention strategy, including limited professional growth opportunities, unclear communication around expectations, or insufficient support for new and existing employees.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** There is an inconsistent and developmentally appropriate PBIS program in place. (Climate and Culture and Student Achievement)

**Root Cause 4:** There are several initiatives going on around PBIS and this can be confusing. The goal is to use Conscious Discipline.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** There is a need to form partnerships to support staff, food security, access to health resources, community engagement and parent support. (Climate and Culture)

**Root Cause 5:** There was one partnership with the local community church.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** There is a need to reduce the workload and streamline the enrollment process to support the principal's secretary, ensuring timely and efficient handling of enrollment tasks and inquiries. (Climate and Culture)

**Root Cause 6:** There were 3 teacher departures impacting rostering, there is a new Pre-Las testing and qualification system. There is a new PK3 classroom and a failure to communicate change in a timely manner.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** There is a need to increase weekly time for PLC collaboration to ensure effective team planning and increased professional growth opportunities for staff. (Student Achievement and Quality of Instruction)

**Root Cause 7:** The 2024-2025 schedule only supports one specials rotation. (Student Achievement and quality of instruction)

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** While our campus offers some opportunities for parent engagement, informal data from parents present a desire for more regular, ongoing volunteer and engagement opportunities on campus. (Climate and Culture)

**Root Cause 8:** There is a need to create more opportunities and space for parents to assist and support academics on campus. This was previously not approved by campus leadership. Spacing was also a concern.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** There is a pressing need to expand community partnerships--with local businesses, nonprofits, civic groups, and universities--to bolster campus and family engagement; without these collaborations, schools lack vital resources and supports that research shows drive higher attendance, academic achievement, and social-emotional well-being. (Climate and Culture and academic achievement)

**Root Cause 9:** New campus administration and previous sponsors were connected to the previous leadership team.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** With 88% of educators fully certified meaning 12% are still on provisional, probationary, emergency, or no certification there is a need to ensure they are set up for success to pass the state exam. (Quality Instruction, Climate and Culture and academic achievement)

**Root Cause 10:** There are two degreed teachers on campus that are currently in certification programs and working to pass the components of the test.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** According to the 2023-2024 survey, there were parents who asked for more engagement for deaf education families. (Climate and Culture and academic achievement) There were no survey conducted for 2024-2025 therefore there is an opportunity to include those activities.

**Root Cause 11:** It does not appear that the feedback from the survey was used for Family Engagement planning,

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** Many early childhood classrooms lack consistent alignment with foundational early learning components, resulting in environments that compromise quality and fail to support optimal developmental outcomes.

**Root Cause 12:** There is a need for ongoing communication around environmental expectations and adequate educator training and professional development in developmentally appropriate practices

**Problem Statement 12 Areas:** School Processes & Programs

**Problem Statement 13:** Based on Wave 3 data, only 75% of the students assessed in rapid vocabulary were considered on track according to the CLI assessment.

**Root Cause 13:** There is a need to use alternative methods to provide scholars access to the content since the vocabulary is found in the curriculum that is not currently used in the district.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** Based on Wave 3 data, only 73% of the students assessed in English for LSC were considered on track according to the CLI assessment.

**Root Cause 14:** There is a need for targeted alphabet knowledge instructional support.

**Problem Statement 14 Areas:** Student Learning

**Problem Statement 15:** Based on wave 3 data, only 68% (ENG) and 71% (BIL) of students were considered on track in the category of phonological awareness. (Less than 1 % growth were in the following areas: syllabication, alliteration, and rhyming -ENG) Less than 1% growth in alliteration (BIL)

**Root Cause 15:** There is a need for alignment and targeted phonological awareness instructional support and development.

**Problem Statement 15 Areas:** Student Learning

**Problem Statement 16:** According to the wave 3 data, students ability to be independent and self care skills are showing growth of less than 1%

**Root Cause 16:** There is a need for direction on how to provide leadership opportunities for young children as they are developing and a collaborative partnership with the school nurse.

**Problem Statement 16 Areas:** Student Learning

**Problem Statement 17:** According to the wave 3 data, rote counting (ENG/SP), number naming and discrimination (ENG/SP), counting sets (ENG/SP) and operations (ENG/SP) shows growth of less than 1% in those (English)

**Root Cause 17:** There is a need to support using the math continuum training. There is a need to add a component to the math portion of FrogStreet

**Problem Statement 17 Areas:** Student Learning

# Goals

**Goal 1:** Board Goal 1:

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

Campus Goal 1:

Staffing Achieve a staff retention rate of 90% or higher for the 2025-2026 school year by fostering a collaborative campus culture and implementing targeted professional development and support initiatives.





**Performance Objective 1:** By May 2026, retain at least 90% of instructional and support staff by implementing quarterly professional development sessions, conducting bi-monthly staff check-ins, and facilitating at least three campus-wide connection events throughout the school year.

**HB3 Goal**

**Evaluation Data Sources:** Staff Survey and Staff evaluations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborate with staff to create a new focused mission and vision statement that they are a part of and check in on the mission progress through a bulletin board tracker. Implement a weekly Panther Pulse Live Staff Huddle to celebrate and re-calibrate on vision alignment.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborate with staff to create a new focused mission and vision statement that they are a part of.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 2, 3 - Perceptions 1, 3</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize peer observation across FDECC and Perrin ECC along with other recommended classrooms to support the growth and development of instructional staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional practices, stronger collaboration, and increased consistency in teaching and learning across classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team and mentor teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 6 - Perceptions 3</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> With 88% of educators fully certified meaning 12% are still on provisional, probationary, emergency, or no certification there is a need to ensure they are set up for success to pass the state exam. (Quality Instruction, Climate and Culture and academic achievement) <b>Root Cause:</b> There are two degreed teachers on campus that are currently in certification programs and working to pass the components of the test.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> There is a need to increase weekly time for PLC collaboration to ensure effective team planning and increased professional growth opportunities for staff. (Student Achievement and Quality of Instruction) <b>Root Cause:</b> The 2024-2025 schedule only supports one specials rotation. (Student Achievement and quality of instruction)</p>
<p><b>Problem Statement 3:</b> There is a need to reduce the workload and streamline the enrollment process to support the principal's secretary, ensuring timely and efficient handling of enrollment tasks and inquiries. (Climate and Culture) <b>Root Cause:</b> There were 3 teacher departures impacting rostering, there is a new Pre-Las testing and qualification system. There is a new PK3 classroom and a failure to communicate change in a timely manner.</p>
<p><b>Problem Statement 6:</b> Many early childhood classrooms lack consistent alignment with foundational early learning components, resulting in environments that compromise quality and fail to support optimal developmental outcomes. <b>Root Cause:</b> There is a need for ongoing communication around environmental expectations and adequate educator training and professional development in developmentally appropriate practices</p>
Perceptions
<p><b>Problem Statement 1:</b> There is a need to conduct a staff survey and parent survey. We do not currently have information on how staff and families would describe the school and learning environment. <b>Root Cause:</b> There is a need to model best practices for surveys The intended use and value of surveys may not be fully understood by all stakeholders.</p>

### Perceptions

**Problem Statement 3:** There were 7 new staff members from May until July 2025. There is a need to retain staff unless it is for reasons such as promotions or relocation. **Root Cause:** Lack of a comprehensive staff retention strategy, including limited professional growth opportunities, unclear communication around expectations, or insufficient support for new and existing employees

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

Campus Goal 2: Climate and Culture FDECC will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

**Performance Objective 1:** Foster a collaborative campus culture by establishing regular team meetings, leadership opportunities for staff, and consistent communication structures to support shared decision-making and schoolwide goals including the CIP.

**Evaluation Data Sources:** Calendars, surveys and staff growth

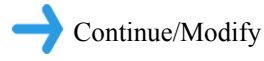
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support and model a gradual release model of PLC where teachers are the leaders and presenters of their craft. Begin Leadership Circle for weekly teacher leader buy in.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher ownership, enhanced professional growth, and a stronger culture of collaboration and continuous improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Campus Administration</p> <p><b>Title I:</b> 2.51</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1, 2, 5, 6 - Perceptions 1</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Empower teachers to develop and implement school-wide initiatives by planning and leading at least 2 family academic presentations or parent master class to enhance academic achievement and family engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher leadership and ownership, stronger family engagement, and improved student academic achievement through meaningful community partnerships. favorable staff and family survey results</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 1, 2, 3, 4, 5 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** There is a pressing need to expand community partnerships--with local businesses, nonprofits, civic groups, and universities--to bolster campus and family engagement; without these collaborations, schools lack vital resources and supports that research shows drive higher attendance, academic achievement, and social-emotional well-being. (Climate and Culture and academic achievement) **Root Cause:** New campus administration and previous sponsors were connected to the previous leadership team.

**Problem Statement 4:** According to the 2023-2024 survey, there were parents who asked for more engagement for deaf education families. (Climate and Culture and academic achievement) There were no survey conducted for 2024-2025 therefore there is an opportunity to include those activities. **Root Cause:** It does not appear that the feedback from the survey was used for Family Engagement planning,

#### Student Learning

**Problem Statement 1:** Based on Wave 3 data, only 75% of the students assessed in rapid vocabulary were considered on track according to the CLI assessment. **Root Cause:** There is a need to use alternative methods to provide scholars access to the content since the vocabulary is found in the curriculum that is not currently used in the district.

**Problem Statement 2:** Based on Wave 3 data, only 73% of the students assessed in English for LSC were considered on track according to the CLI assessment. **Root Cause:** There is a need for targeted alphabet knowledge instructional support.

**Problem Statement 3:** Based on wave 3 data, only 68% (ENG) and 71% (BIL) of students were considered on track in the category of phonological awareness. (Less than 1 % growth were in the following areas: syllabication, alliteration, and rhyming -ENG) Less than 1% growth in alliteration (BIL) **Root Cause:** There is a need for alignment and targeted phonological awareness instructional support and development.

**Problem Statement 4:** According to the wave 3 data, students ability to be independent and self care skills are showing growth of less than 1% **Root Cause:** There is a need for direction on how to provide leadership opportunities for young children as they are developing and a collaborative partnership with the school nurse.

**Problem Statement 5:** According to the wave 3 data, rote counting (ENG/SP), number naming and discrimination (ENG/SP), counting sets (ENG/SP) and operations (ENG/SP) shows growth of less than 1% in those (English) **Root Cause:** There is a need to support using the math continuum training. There is a need to add a component to the math portion of FrogStreet

#### School Processes & Programs

**Problem Statement 1:** While our campus offers some opportunities for parent engagement, informal data from parents present a desire for more regular, ongoing volunteer and engagement opportunities on campus. (Climate and Culture) **Root Cause:** There is a need to create more opportunities and space for parents to assist and support academics on campus. This was previously not approved by campus leadership. Spacing was also a concern.

**Problem Statement 2:** There is a need to increase weekly time for PLC collaboration to ensure effective team planning and increased professional growth opportunities for staff. (Student Achievement and Quality of Instruction) **Root Cause:** The 2024-2025 schedule only supports one specials rotation. (Student Achievement and quality of instruction)

**Problem Statement 5:** There is an inconsistent and developmentally appropriate PBIS program in place. (Climate and Culture and Student Achievement ) **Root Cause:** There are several initiatives going on around PBIS and this can be confusing . The goal is to use Conscious Discipline.

**Problem Statement 6:** Many early childhood classrooms lack consistent alignment with foundational early learning components, resulting in environments that compromise quality and fail to support optimal developmental outcomes. **Root Cause:** There is a need for ongoing communication around environmental expectations and adequate educator training and professional development in developmentally appropriate practices

## Perceptions

**Problem Statement 1:** There is a need to conduct a staff survey and parent survey. We do not currently have information on how staff and families would describe the school and learning environment. **Root Cause:** There is a need to model best practices for surveys. The intended use and value of surveys may not be fully understood by all stakeholders.

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

Campus Goal 3 Quality Instruction and Student Achievement: FDECC will provide a high-quality comprehensive instructional program to ensure progression in student achievement that results in overall growth of at least 20% meeting the benchmark in all select CLI domains by June of 2026.

**Performance Objective 1:** Pre-K 3 and Pre-K 4 student achievement in the following tested math domains rote counting (ENG/SP), number naming and discrimination (ENG/SP), counting sets (ENG/SP) and operations (ENG/SP) will increase by at least 10% in each wave for an overall growth of at least 20% by May of 2026.

**High Priority**

**Evaluation Data Sources:** CLI, progress monitoring, student profiles (6-week check points), observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use of early learning data tracker/ student profile sheets with ongoing checkpoints of data review and administrator review of data to revise and stamp instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen knowledge in the use of data to make instructional adjustments to enhance student growth. Ensure optimal development and successful outcomes in all prekindergarten classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Instructional and Administrative Staff</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5 - School Processes &amp; Programs 2, 6</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in targeted professional development/book study or on Developmental progression in math, effective manipulatives, language scaffolds for ELLs.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance teachers' ability to deliver developmentally appropriate, hands-on, and language-supported math instruction, leading to improved outcomes for all students, especially English language learners.</p> <p><b>Staff Responsible for Monitoring:</b> All instructional staff</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 5 - School Processes &amp; Programs 2, 6 - Perceptions 1</p>	Formative			Summative
	Dec	Mar	May	June

No ProgressAccomplishedContinue/ModifyDiscontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> With 88% of educators fully certified meaning 12% are still on provisional, probationary, emergency, or no certification there is a need to ensure they are set up for success to pass the state exam. (Quality Instruction, Climate and Culture and academic achievement) <b>Root Cause:</b> There are two degreed teachers on campus that are currently in certification programs and working to pass the components of the test.</p>
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<p><b>Problem Statement 1:</b> Based on Wave 3 data, only 75% of the students assessed in rapid vocabulary were considered on track according to the CLI assessment. <b>Root Cause:</b> There is a need to use alternative methods to provide scholars access to the content since the vocabulary is found in the curriculum that is not currently used in the district.</p>
<p><b>Problem Statement 2:</b> Based on Wave 3 data, only 73% of the students assessed in English for LSC were considered on track according to the CLI assessment. <b>Root Cause:</b> There is a need for targeted alphabet knowledge instructional support.</p>
<p><b>Problem Statement 3:</b> Based on wave 3 data, only 68% (ENG) and 71% (BIL) of students were considered on track in the category of phonological awareness. (Less than 1 % growth were in the following areas: syllabication, alliteration, and rhyming -ENG) Less than 1% growth in alliteration (BIL) <b>Root Cause:</b> There is a need for alignment and targeted phonological awareness instructional support and development.</p>
<p><b>Problem Statement 4:</b> According to the wave 3 data, students ability to be independent and self care skills are showing growth of less than 1% <b>Root Cause:</b> There is a need for direction on how to provide leadership opportunities for young children as they are developing and a collaborative partnership with the school nurse.</p>
<p><b>Problem Statement 5:</b> According to the wave 3 data, rote counting (ENG/SP), number naming and discrimination (ENG/SP), counting sets (ENG/SP) and operations (ENG/SP) shows growth of less than 1% in those (English) <b>Root Cause:</b> There is a need to support using the math continuum training. There is a need to add a component to the math portion of FrogStreet</p>

### School Processes & Programs

**Problem Statement 2:** There is a need to increase weekly time for PLC collaboration to ensure effective team planning and increased professional growth opportunities for staff. (Student Achievement and Quality of Instruction) **Root Cause:** The 2024-2025 schedule only supports one specials rotation. (Student Achievement and quality of instruction)

**Problem Statement 6:** Many early childhood classrooms lack consistent alignment with foundational early learning components, resulting in environments that compromise quality and fail to support optimal developmental outcomes. **Root Cause:** There is a need for ongoing communication around environmental expectations and adequate educator training and professional development in developmentally appropriate practices

### Perceptions





**Problem Statement 1:** There is a need to conduct a staff survey and parent survey. We do not currently have information on how staff and families would describe the school and learning environment. **Root Cause:** There is a need to model best practices for surveys The intended use and value of surveys may not be fully understood by all stakeholders.

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

Campus Goal 3 Quality Instruction and Student Achievement: FDECC will provide a high-quality comprehensive instructional program to ensure progression in student achievement that results in overall growth of at least 20% meeting the benchmark in all select CLI domains by June of 2026.

**Performance Objective 2:** Pre-K 3 and Pre-K 4 SEL and health and self care skills will show growth of at least 10% each wave for overall growth of 20%

**Evaluation Data Sources:** CLI

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborate with instructional assistants, campus counselor , CIS representative and campus Nurse to stamp the vision for child health and safety on the campus in order to develop a program of support and/services for IA's and families.                      Goal: Nurse 1 health lesson per semester</p> <p><b>Strategy's Expected Result/Impact:</b> Cohesive support program that empowers instructional assistants and families to better meet students' physical and emotional well-being needs.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse , Administration IAs'</p> <p>- <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 4 - Student Learning 4 - School Processes &amp; Programs 4, 5</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>			

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a pressing need to expand community partnerships--with local businesses, nonprofits, civic groups, and universities--to bolster campus and family engagement; without these collaborations, schools lack vital resources and supports that research shows drive higher attendance, academic achievement, and social-emotional well-being. (Climate and Culture and academic achievement) <b>Root Cause:</b> New campus administration and previous sponsors were connected to the previous leadership team.</p> <p><b>Problem Statement 4:</b> According to the 2023-2024 survey, there were parents who asked for more engagement for deaf education families. (Climate and Culture and academic achievement) There were no survey conducted for 2024-2025 therefore there is an opportunity to include those activities. <b>Root Cause:</b> It does not appear that the feedback from the survey was used for Family Engagement planning,</p>

### Student Learning

**Problem Statement 4:** According to the wave 3 data, students ability to be independent and self care skills are showing growth of less than 1% **Root Cause:** There is a need for direction on how to provide leadership opportunities for young children as they are developing and a collaborative partnership with the school nurse.

### School Processes & Programs

**Problem Statement 4:** There is a need to form partnerships to support staff, food security, access to health resources, community engagement and parent support. (Climate and Culture) **Root Cause:** There was one partnership with the local community church.

**Problem Statement 5:** There is an inconsistent and developmentally appropriate PBIS program in place. (Climate and Culture and Student Achievement ) **Root Cause:** There are several initiatives going on around PBIS and this can be confusing . The goal is to use Conscious Discipline.

**Goal 4:** Board Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Campus Goal 4: Student Achievement : FDECC will address the diverse needs of students to maximize their academic achievements showing overall campus growth of at least 20% in the following areas; Literacy, early math on CLI, Deaf Education and decline in behavior reports in preparation for kindergarten readiness by May of 2026.

**Performance Objective 1:** By May 2026, FDECC 60% of Pre-K 4 students will demonstrate the ability to master various early math skills, including (complete a pattern, counting sets up to 10, and beginning operations)

**High Priority**

**Evaluation Data Sources:** EOY CLI, campus created assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PK 3 and PK 4 Students will engage in research based and teacher designed daily math routines (aligned with the early learning math continuum) that incorporate the focus skills and access individualized opportunities in centers and in small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen beginning math skills and strengthen the teacher's understanding of the math continuum and how to implement it.</p> <p><b>Staff Responsible for Monitoring:</b> All Instructional staff</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 5</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By May of 2026 60% of PK4 students will be able to stamp LSC and beginning decoding skills through focused LSC instructional strategies. By May of 2026 80% of PK 3 students will be able to stamp RLN through the use of daily alphabet routine implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Kindergarten Readiness  <b>Staff Responsible for Monitoring:</b> All Instructional Staff</p> <p><b>Title I:</b>  2.51, 2.52  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 2, 3</p>	Formative			Summative
	Dec	Mar	May	June

No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Based on Wave 3 data, only 73% of the students assessed in English for LSC were considered on track according to the CLI assessment. <b>Root Cause:</b> There is a need for targeted alphabet knowledge instructional support.</p>
<p><b>Problem Statement 3:</b> Based on wave 3 data, only 68% (ENG) and 71% (BIL) of students were considered on track in the category of phonological awareness. (Less than 1 % growth were in the following areas: syllabication, alliteration, and rhyming -ENG) Less than 1% growth in alliteration (BIL) <b>Root Cause:</b> There is a need for alignment and targeted phonological awareness instructional support and development.</p>
<p><b>Problem Statement 5:</b> According to the wave 3 data, rote counting (ENG/SP), number naming and discrimination (ENG/SP), counting sets (ENG/SP) and operations (ENG/SP) shows growth of less than 1% in those (English) <b>Root Cause:</b> There is a need to support using the math continuum training. There is a need to add a component to the math portion of FrogStreet</p>

**Goal 4:** Board Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.





Campus Goal 4: Student Achievement : FDECC will address the diverse needs of students to maximize their academic achievements showing overall campus growth of at least 20% in the following areas; Literacy, early math on CLI, Deaf Education and decline in behavior reports in preparation for kindergarten readiness by May of 2026.

**Performance Objective 2:** By May 2026, FDECC will implement differentiated instructional strategies and targeted interventions, including specialized supports for Deaf Education and Special Education students, resulting in at least a 10% increase in the number of all students across general, Deaf, and Special Education--meeting or exceeding academic benchmarks in core domains.

**High Priority**

**Evaluation Data Sources:** STAR Assessment, department specific assessments, student observations, teacher feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> FDECC special populations teachers will use small-group instruction using developmentally appropriate, multisensory activities tailored to individual student needs incorporating visual supports, sign language, and accommodations for Deaf and Special Education students while tracking progress through biweekly data collection and analysis using formative assessments and individualized learning plans.</p> <p><b>Strategy's Expected Result/Impact:</b> ensure that all students, including those in Deaf and Special Education programs, receive targeted, accessible instruction that meets their unique learning needs, leading to more equitable academic growth and measurable increases in benchmark achievement by May 2026.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and special services staff</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 4 - School Processes &amp; Programs 2, 5</p>	Formative			Summative
	Dec	Mar	May	June
	Review cells are empty			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 4:** According to the 2023-2024 survey, there were parents who asked for more engagement for deaf education families. (Climate and Culture and academic achievement) There were no survey conducted for 2024-2025 therefore there is an opportunity to include those activities. **Root Cause:** It does not appear that the feedback from the survey was used for Family Engagement planning,

### Student Learning

**Problem Statement 4:** According to the wave 3 data, students ability to be independent and self care skills are showing growth of less than 1% **Root Cause:** There is a need for direction on how to provide leadership opportunities for young children as they are developing and a collaborative partnership with the school nurse.

### School Processes & Programs

**Problem Statement 2:** There is a need to increase weekly time for PLC collaboration to ensure effective team planning and increased professional growth opportunities for staff. (Student Achievement and Quality of Instruction) **Root Cause:** The 2024-2025 schedule only supports one specials rotation. (Student Achievement and quality of instruction)

**Problem Statement 5:** There is an inconsistent and developmentally appropriate PBIS program in place. (Climate and Culture and Student Achievement ) **Root Cause:** There are several initiatives going on around PBIS and this can be confusing . The goal is to use Conscious Discipline.





**Goal 4:** Board Goal 5: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Campus Goal 4: Student Achievement : FDECC will address the diverse needs of students to maximize their academic achievements showing overall campus growth of at least 20% in the following areas; Literacy, early math on CLI, Deaf Education and decline in behavior reports in preparation for kindergarten readiness by May of 2026.

**Performance Objective 3:** By May 2026, increase student engagement and positive behavior by 20% through the consistent application of Conscious Discipline strategies.

**Evaluation Data Sources:** Office/behavior summaries

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule monthly parent workshops to educate families on Conscious Discipline strategies and how they can support positive behavior at home. (Family Support)                      Incorporate Conscious Discipline techniques into daily classroom routines, such as morning meetings and conflict resolution practices through a monthly roll out.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger SEL climates, fewer student classroom movements  <b>Staff Responsible for Monitoring:</b> Administration staff and Headstart</p> <p><b>Title I:</b>                      2.51, 2.52                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 5</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 5:</b> There is an inconsistent and developmentally appropriate PBIS program in place. (Climate and Culture and Student Achievement ) <b>Root Cause:</b> There are several initiatives going on around PBIS and this can be confusing . The goal is to use Conscious Discipline.</p>





**Goal 5:** Board Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Campus Goal 5: Climate and Culture FDECC will empower, engage and equip students for success in a diverse and complex world through program upgrades and increased student experiences.

**Performance Objective 1:** By May 2026, FDECC 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:** CLI , teacher surveys,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement structured, developmentally appropriate leadership opportunities for Pre-K students such as classroom helper roles, peer assistance, and group decision-making activities using KAGAN (strategies and PD) and student advisory committee while providing guided support and informally tracking student participation and growth in social-emotional skills. Implement Principal Advisory Committee consisting of students as leaders</p> <p><b>Strategy's Expected Result/Impact:</b> Foster early leadership skills, boost confidence and social-emotional development in Pre-K students, and create a more inclusive and collaborative classroom environment</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 4 - Student Learning 1, 2, 3, 4 - School Processes &amp; Programs 5, 6 - Perceptions 1</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a pressing need to expand community partnerships--with local businesses, nonprofits, civic groups, and universities--to bolster campus and family engagement; without these collaborations, schools lack vital resources and supports that research shows drive higher attendance, academic achievement, and social-emotional well-being. (Climate and Culture and academic achievement) <b>Root Cause:</b> New campus administration and previous sponsors were connected to the previous leadership team.</p> <p><b>Problem Statement 4:</b> According to the 2023-2024 survey, there were parents who asked for more engagement for deaf education families. (Climate and Culture and academic achievement) There were no survey conducted for 2024-2025 therefore there is an opportunity to include those activities. <b>Root Cause:</b> It does not appear that the feedback from the survey was used for Family Engagement planning,</p>

### Student Learning

**Problem Statement 1:** Based on Wave 3 data, only 75% of the students assessed in rapid vocabulary were considered on track according to the CLI assessment. **Root Cause:** There is a need to use alternative methods to provide scholars access to the content since the vocabulary is found in the curriculum that is not currently used in the district.

**Problem Statement 2:** Based on Wave 3 data, only 73% of the students assessed in English for LSC were considered on track according to the CLI assessment. **Root Cause:** There is a need for targeted alphabet knowledge instructional support.

**Problem Statement 3:** Based on wave 3 data, only 68% (ENG) and 71% (BIL) of students were considered on track in the category of phonological awareness. (Less than 1 % growth were in the following areas: syllabication, alliteration, and rhyming -ENG) Less than 1% growth in alliteration (BIL) **Root Cause:** There is a need for alignment and targeted phonological awareness instructional support and development.

**Problem Statement 4:** According to the wave 3 data, students ability to be independent and self care skills are showing growth of less than 1% **Root Cause:** There is a need for direction on how to provide leadership opportunities for young children as they are developing and a collaborative partnership with the school nurse.

### School Processes & Programs

**Problem Statement 5:** There is an inconsistent and developmentally appropriate PBIS program in place. (Climate and Culture and Student Achievement ) **Root Cause:** There are several initiatives going on around PBIS and this can be confusing . The goal is to use Conscious Discipline.

**Problem Statement 6:** Many early childhood classrooms lack consistent alignment with foundational early learning components, resulting in environments that compromise quality and fail to support optimal developmental outcomes. **Root Cause:** There is a need for ongoing communication around environmental expectations and adequate educator training and professional development in developmentally appropriate practices

### Perceptions

**Problem Statement 1:** There is a need to conduct a staff survey and parent survey. We do not currently have information on how staff and families would describe the school and learning environment. **Root Cause:** There is a need to model best practices for surveys The intended use and value of surveys may not be fully understood by all stakeholders.

**Goal 5:** Board Goal 6: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.





Campus Goal 5: Climate and Culture FDECC will empower, engage and equip students for success in a diverse and complex world through program upgrades and increased student experiences.

**Performance Objective 2:** By May of 2026, students the staff of FDECC would have provided at least 2 CCMR events per semester for a total of 4 events that promote the attainment of CCMR goals and increase vocabulary.

**HB3 Goal**

**Evaluation Data Sources:** Surveys, sign in sheets, pictures.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborate with the Counselor to develop a comprehensive program to ensure ongoing monthly ( at least 6 total) school-wide activities that promote CCMR for students and 2 (2 per semester) for parents and/or staff. This includes off campus and on campus field trips, career week, red ribbon week, touch a truck etc. and learning experiences around science and career readiness</p> <p><b>Strategy's Expected Result/Impact:</b> Increase CCMR awareness for scholars and families</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and administration</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1, 5 - Perceptions 1, 2</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a pressing need to expand community partnerships--with local businesses, nonprofits, civic groups, and universities--to bolster campus and family engagement; without these collaborations, schools lack vital resources and supports that research shows drive higher attendance, academic achievement, and social-emotional well-being. (Climate and Culture and academic achievement) <b>Root Cause:</b> New campus administration and previous sponsors were connected to the previous leadership team.</p>

### School Processes & Programs

**Problem Statement 1:** While our campus offers some opportunities for parent engagement, informal data from parents present a desire for more regular, ongoing volunteer and engagement opportunities on campus. (Climate and Culture) **Root Cause:** There is a need to create more opportunities and space for parents to assist and support academics on campus. This was previously not approved by campus leadership. Spacing was also a concern.

**Problem Statement 5:** There is an inconsistent and developmentally appropriate PBIS program in place. (Climate and Culture and Student Achievement ) **Root Cause:** There are several initiatives going on around PBIS and this can be confusing . The goal is to use Conscious Discipline.

### Perceptions

**Problem Statement 1:** There is a need to conduct a staff survey and parent survey. We do not currently have information on how staff and families would describe the school and learning environment. **Root Cause:** There is a need to model best practices for surveys The intended use and value of surveys may not be fully understood by all stakeholders.





**Problem Statement 2:** There are fewer PK 4 general education students enrolled than in any other class/grade level. **Root Cause:** There is a need to increase parents' knowledge on the benefits and importance of Pre-K 4 and eventually kindergarten. There is a need to recruit for Pre-K 4-year-old's before the start of the school year and ensure rolling recruitment strategies are implemented

**Goal 6:** Board Goal 9: Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students.

Campus Goal 6: Quality of Instruction, Student Achievement and Climate and Culture: FDECC will engage all community stakeholder groups to enhance educational experiences for students.

**Performance Objective 1:** Ensure active parent and family engagement strategies, activities and meetings including on campus parent groups such as Moms on Duty and Dads on Deck, Panther Pulse Live, Parent Monthly Project, and SBDM are in place to foster meaningful participation, feedback, and collaboration with parents and families. Increase parent participation by having 50% or more of parents participate in 4 campus activities and engagement events by May 2026.

**Evaluation Data Sources:** Parent surveys, meeting participation numbers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborate with teachers to re-design the family engagement plan around the needs of the CIP and based on the survey from 23-24. There is also a need to update the 2025-2026 school year family engagement calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Office Staff and Administration</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1, 3, 4 - Perceptions 2</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>			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a pressing need to expand community partnerships--with local businesses, nonprofits, civic groups, and universities--to bolster campus and family engagement; without these collaborations, schools lack vital resources and supports that research shows drive higher attendance, academic achievement, and social-emotional well-being. (Climate and Culture and academic achievement) <b>Root Cause:</b> New campus administration and previous sponsors were connected to the previous leadership team.</p>

### School Processes & Programs

**Problem Statement 1:** While our campus offers some opportunities for parent engagement, informal data from parents present a desire for more regular, ongoing volunteer and engagement opportunities on campus. (Climate and Culture) **Root Cause:** There is a need to create more opportunities and space for parents to assist and support academics on campus. This was previously not approved by campus leadership. Spacing was also a concern.

**Problem Statement 3:** There is a need to reduce the workload and streamline the enrollment process to support the principal's secretary, ensuring timely and efficient handling of enrollment tasks and inquiries. (Climate and Culture) **Root Cause:** There were 3 teacher departures impacting rostering, there is a new Pre-Las testing and qualification system. There is a new PK3 classroom and a failure to communicate change in a timely manner.

**Problem Statement 4:** There is a need to form partnerships to support staff, food security, access to health resources, community engagement and parent support. (Climate and Culture) **Root Cause:** There was one partnership with the local community church.

### Perceptions





**Problem Statement 2:** There are fewer PK 4 general education students enrolled than in any other class/grade level. **Root Cause:** There is a need to increase parents' knowledge on the benefits and importance of Pre-K 4 and eventually kindergarten. There is a need to recruit for Pre-K 4-year-olds before the start of the school year and ensure rolling recruitment strategies are implemented

**Goal 6:** Board Goal 9: Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students.  
 Campus Goal 6: Quality of Instruction, Student Achievement and Climate and Culture: FDECC will engage all community stakeholder groups to enhance educational experiences for students.

**Performance Objective 2:** Increase the early enrollment of PK 4 general education students by 6% by May 2026.

**High Priority**

**Evaluation Data Sources:** PEIMS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and distribute informational brochures and flyers about the Pre-K 4 program to local daycares, pediatrician offices, and community centers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students we serve in Sherman to increase the number of students that are prepared for Kindergarten.</p> <p><b>Staff Responsible for Monitoring:</b> Registrar and Principal</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Host school tours specifically for prospective Pre-K 4 families to showcase the program and facilities and Implement a rolling recruitment strategy for PK 4 students to maintain consistent enrollment throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Enrollment</p> <p><b>Staff Responsible for Monitoring:</b> Registrar</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

**Perceptions**

**Problem Statement 2:** There are fewer PK 4 general education students enrolled than in any other class/grade level. **Root Cause:** There is a need to increase parents' knowledge on the benefits and importance of Pre-K 4 and eventually kindergarten. There is a need to recruit for Pre-K 4-year-olds before the start of the school year and ensure rolling recruitment strategies are implemented