

Sherman Independent School District

Washington Elementary School

2025-2026 Campus Improvement Plan



Mission Statement

Empowering students at Washington Elementary to master learning, grow with confidence, and lead with the strength and spirit of a tiger.

Vision

TEAM WES - Together Everyone Achieves Mastery at Washington Elementary School!

Value Statement

We will be:

student focused

collaborative

data-driven for continuous improvement

engaged in the community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Washington Elementary School is a Title I neighborhood school that serves a population of students representing the diversity found in Sherman ISD, located in Sherman, TX. Approximately 348 students are currently enrolled in Kindergarten through Fifth Grade.

Our community is made up of diverse, multi-generational working families. Stakeholders include staff, families, and community members. We meet regularly throughout the school year as a Washington Leadership Team to revise and contribute to the goals and action items.

We have the following special programs and supports on campus: Special Education, Dyslexia, GT, Speech, ESL, Bilingual, Communities in Schools, Special Education counseling, Fine Arts, and Intervention including enrichment and MTSS. These programs align with our campus needs and goals. Special Education makes up 23.5% of our campus.

Student behavior exists during unstructured times. Schedules and processes have been implemented for the 25-26 school year, and data tracking will be implemented to track and monitor if they are effective throughout the school year.

Washington Elementary experienced a 40% teacher turnover from the 2024-2025 school year to the 2025-2026 school year. To support school improvement initiatives, we have strategically hired and placed more experienced and certified students on campus. Support staff remained in place including paraprofessionals. **Our average years of experience for our teachers is 11 years. Most staff is certified.**

Washington has an experienced group of teachers. The average class size is 13 students for monolingual and 19 students for bilingual.

Campus attendance for 2024-2025 was 93.52%. Our district goal for 2025-2026 is 95%. Our campus goal is also 95% for 2025-2026. Weekly attendance meetings take place between the campus Assistant Principal and the Attendance Clerk to track attendance data.

We interact with our community by welcoming Austin College student teachers on our campus and working with community partners to support our campus throughout each school year. Working with major employers is a goal of ours moving forward. We would like to connect this with Leader in Me opportunities.

Enrollment as of 9/19/25 at Washington shows the following demographic data:

Student Demographic Data	24-25	25-26
Hispanic	83%	87.75%
African American	5%	2.85%
White	11%	8.26%
Emergent Bilingual (EB)	62%	70.7%
Economically Dis.	88%	87%

Student Demographic Data	24-25	25-26
At Risk	68%	%
Special Education	21%	23.5%
Gifted & Talented	3%	.025%
Section 504	3%	.017%
Homeless	%	%
Male		57%
Female		43%

Demographics Strengths

Washington is a bilingual campus with a late-exit program that promotes the development of biliteracy for bilingual students. Many programs are provided on the campus to meet the needs of our students including Special Education, Dyslexia, GT, Speech, ESL, Bilingual, Communities in Schools, Special Education counseling, Fine Arts, and Intervention including enrichment and MTSS. We consistently have strong parent and community attendance for campus events.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Washington data trends highlight areas of continued language development and the use of verbal and written academic language to increase student achievement.

Root Cause: Washington's data demonstrates an area of continued monitoring in EL's student performance. Washington Elementary must continue to develop our EL's listening, speaking, reading, and writing, in both their native language and English.

Student Learning

Student Learning Summary

Washington utilizes multiple measures of data: State of Texas Assessments of Academic Readiness (STAAR) scores, i-Ready, Unit Tests, and informal and common formal assessments to promote an increase in academic achievement. We foster positive relationships and work in professional learning communities to make an impact on teaching and learning. Targeted professional development and teacher capacity building opportunities are built in to campus schedules according to trends and needs on campus. Coaching and observation/feedback opportunities are also provided throughout the school year to hone in on specific instructional skills that will make a positive impact on student learning. All students receive targeted interventions related to their individualized needs in response to common formative assessments, informal and formal observations, unit tests, historical STAAR data for 4th and 5th grade students, and beginning of year i-Ready diagnostics. Our campus MTSS process supports student learning and identification of needs. Success is determined through student data collected throughout the school year, including but not limited to middle, end of year data, and STAAR performance results. Processes have been implemented and refined for the 2025-2026 school year, so we are monitoring the effectiveness of these procedures.

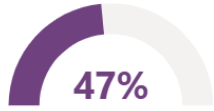
STAAR Data Comparison Year over Year:

Grade/ Subject	Approach 22	Approach 23	Approach 24	Approach 25	Met 22	Met 23	Met 24	Met 25	Master 22	Master 23	Master 24	Master 25
3rd Grade Reading	55%	66%	50%	68%	12%	30%	26%	45%	5%	10%	3%	4%
3rd Grade SP Reading	9%	25%	33%	43%	0%	0%	7%	13%	0%	0%	0%	3%
4th Grade Reading	71%	57%	59%	65%	50%	18%	26%	31%	18%	4%	7%	12%
4th Grade SP Reading	20%	10%	13%	30%	0%	0%	13%	11%	0%	0%	13%	0%
5th Grade Reading	58%	77%	57%	58%	33%	44%	26%	35%	18%	19%	8%	18%

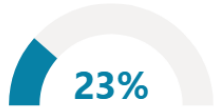
Grade/ Subject	Approach 22	Approach 23	Approach 24	Approach 25	Met 22	Met 23	Met 24	Met 25	Master 22	Master 23	Master 24	Master 25
5th Grade SP Reading	0%	66%	0%	53%	0%	33%	0%	13%	0%	0%	0%	13%
3rd Grade Math	32%	78%	58%	59% English 48% Spanish	10%	50%	37%	27% English 23% Spanish	1%	16%	8%	0% English 3% Spanish
4th Grade Math	48%	43%	61%	35% English 52% Spanish	19%	18%	43%	27% English 30% Spanish	5%	4%	16%	15% English 7% Spanish
5th Grade Math	67%	65%	43%	57% English 15% Spanish	28%	28%	18%	16% English 8% Spanish	7%	12%	2%	5% English 8% Spanish
5th Grade Science	37%	48%	36%	41% English 27% Spanish	11%	21%	6%	31% English 27% Spanish	3%	4%	1%	7% English 7% Spanish

Washington will continue to focus on students meeting their progress measure in reading and math, primarily for our Spanish testers.

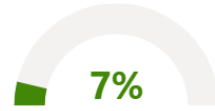
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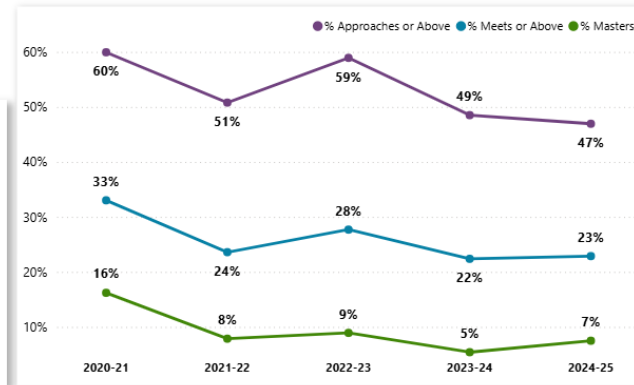
At Meets GL Standard or Above



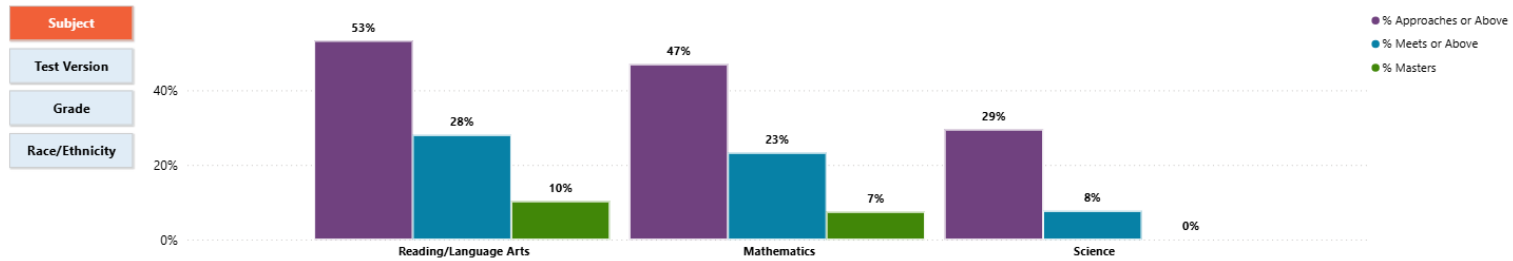
At Masters GL Standard



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

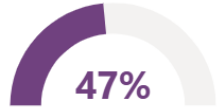


Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	14	8	57%	4	29%	1	7%
Hispanic	412	190	46%	88	21%	32	8%
White	69	37	54%	23	33%	5	7%
American Indian	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-
Two or More Races	12	3	25%	1	8%	-	0%
Unknown	-	-	-	-	-	-	-
Total	507	238	47%	116	23%	38	7%

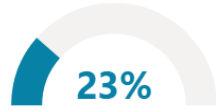


SUBJECT:

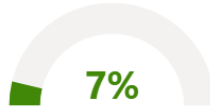
At Approaches GL Standard or Above



At Meets GL Standard or Above

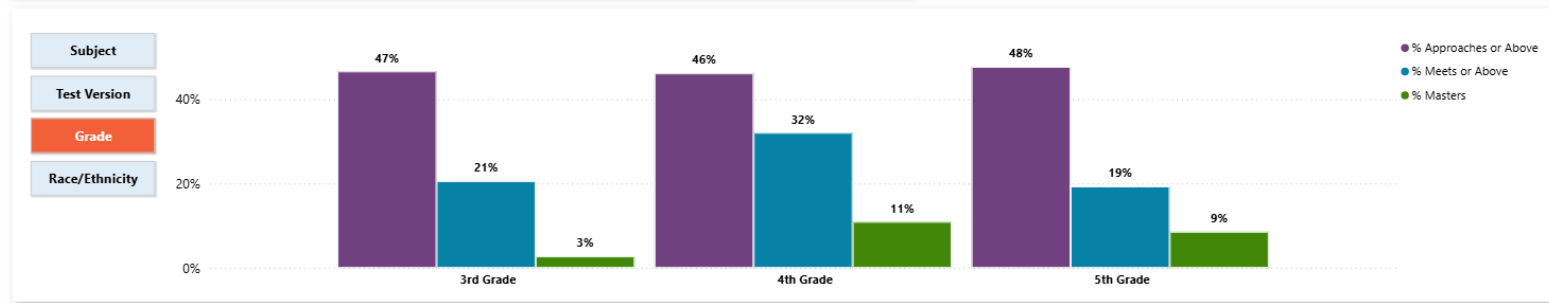
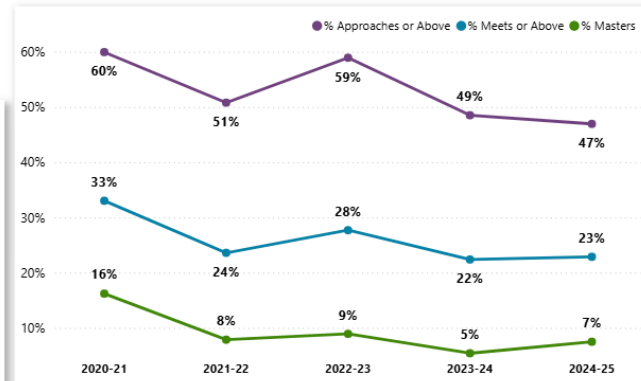


At Masters GL Standard



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

Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	14	8	57%	4	29%	1	7%
Hispanic	412	190	46%	88	21%	32	8%
White	69	37	54%	23	33%	5	7%
American Indian	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-
Two or More Races	12	3	25%	1	8%	-	0%
Unknown	-	-	-	-	-	-	-
Total	507	238	47%	116	23%	38	7%



GRADE LEVEL:

Beginning of Year i-Ready Reading:

Grade	Overall Grade-Level Placement					
Grade K		0%	26%	74%	0%	0%
Grade 1		0%	11%	84%	5%	0%
Grade 2		7%	5%	37%	51%	0%
Grade 3		5%	12%	22%	34%	26%
Grade 4		0%	17%	63%	10%	10%
Grade 5		4%	9%	27%	25%	35%

Beginning of Year i-Ready Math:

Grade	Overall Grade-Level Placement					
Grade K		2%	3%	95%	0%	0%
Grade 1		2%	4%	82%	11%	0%
Grade 2		2%	11%	49%	39%	0%
Grade 3		3%	3%	59%	21%	14%
Grade 4		2%	9%	55%	22%	12%
Grade 5		5%	11%	38%	15%	31%



Mid or Above Grade Level



Early On Grade Level



One Grade Level Below



Two Grade Levels Below



Three or More Grade Levels Below

i-Ready Scale:

Student Learning Strengths

Our students and staff embody a growth mindset which our campus supports through PLCs, targeted staff development, progress monitoring tools, and celebrating individual academic and staff achievements. Our 2025 STAAR accountability data indicates our highest performance in Domain 3, Closing the Gaps with a scaled score of 67.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Washington Elementary students are not meeting Student Achievement, School Progress, or Closing the Gaps as measured through state accountability, negatively contributing to our overall Accountability Rating of a 62. To reach a C for the 2025-2026 school year, we have set goals for each of the Domains and will focus on individual student growth and closing the gaps to make the largest impact.

Root Cause: Lesson internalization, planning structures, and Tier 1 instruction were not effectively meeting the needs of our learners.

School Processes & Programs

School Processes & Programs Summary

An integral part of Building Bearcats is the recruitment and retainment of the highest quality teaching staff. For the 2025-2026 school year, nearly all classrooms are staffed with certified educators. We have five District of Innovation grade level teachers on campus this year. The interview process involves a committee of stakeholders with a commitment to find the best candidates to fit our team and campus needs. Interview candidates receive a folder with information about our campus and a teacher profile that outlines qualities of the type of teachers we are looking for at Washington Elementary.

Roles and Responsibilities were drafted and revised by our administrative team with input from our Campus Leadership Team made up of various stakeholders. We had a focused professional development on this topic at the beginning of the year and continue to provide opportunities for staff to review and understand their roles and responsibilities.

Through Texas Strategic Leadership (TSL), the teachers and staff at Washington are committed to applying an instructional program that is focused on student experience, instructional capacity building, and talent development. The campus administrators monitor teaching and learning with the assistance of district instructional coaches through formal and informal walkthroughs, evaluations, data meetings, PLCs, targeted staff development, and coaching and observation/feedback. Teachers work collaboratively during team meetings, data meetings, and PLCs to have meaningful conversations that focus on delivering the best instructional practices to increase student progress, growth, and success. Teams meet twice weekly to prepare for PLCs and data-driven instruction.

Our campus has a mentor program for 0-2 year teachers and/or new to Sherman teachers. There are strategic meetings, peer observation/feedback opportunities, and capacity and team building opportunities throughout the school year. New teachers received additional funds (\$250 each) to establish their classrooms from the Sherman Education Foundation. We also have tiered supports in place for all staff who require intervention regarding planning, instruction, and classroom environment.

Seven teachers have been recommended TIA designations, and through the TIA and T-TESS process, it's apparent that our student results correlate with the instruction we are seeing in the classroom.

Leader in Me is a new campus program instills leadership skills in students that translate well to skills they will need outside of their academic careers and align with the board goals V and VI.

An MTSS and intervention program is in place to address individual student needs and target school improvement Domains.

School Processes & Programs Strengths

In addition to being a member of a grade level or department team, teachers are also empowered as representatives on vertical teams and committees. Teachers are encouraged to participate in campus leadership and decision making through developing and maintaining the various programs, procedures, and campus operations as well as monitoring the progress toward campus and district goals. Teachers analyze student

data in PLCs to drive individualized instruction to improve students' academic performance and growth. New teachers are provided campus mentors to help with their transition to our campus. Washington has created a positive culture through the consistent use of PBIS strategies. Data driven instructional processes are in place with each grade level with team leads facilitating discussions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff capacity regarding lesson internalization with new HQIM and responding to new, rigorous campus processes.

Root Cause: New curriculum materials, strategies, and campus processes have been implemented to support the alignment with school improvement goals and campus needs.

Perceptions

Perceptions Summary

Washington strives to meet the diverse needs of the students and families that we serve through a focus on individual student growth, a culture of high expectations, and a shared vision of success for all students. As a professional learning community, we focus on the development of positive relationships with all students and parents in order to create and sustain a home-school partnership.

A key component of every successful school is a safe and supportive environment. Washington will continue to apply our school-wide Positive Behavior and Intervention Support (PBIS) program. These expectations ensure a safe and positive environment throughout the building.

Communication is vital to the success of our community and family involvement. Through Finalsite, messages are delivered in the two primary languages of our students and families. We also use our marquee, Class Dojo, and social media to keep the community and families up-to-date on events and happenings as well as to highlight many of the programs and student achievements throughout the year.

Perceptions Strengths

Washington has a welcoming environment that allows families to be at ease. Our dedicated staff and volunteers help to unite and build strong relationships. We provide multiple family events that encourage family and community participation. We celebrate student success with awards. Students have multiple leadership opportunities which include: Student Council, Peer Helpers, mentors for our younger students, and Leader in Me.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to boost our campus PTA to support teachers and students.

Root Cause: Prior PTA leaders no longer have students at Washington Elementary.

Priority Problem Statements

Problem Statement 1: Washington data trends highlight areas of continued language development and the use of verbal and written academic language to increase student achievement.

Root Cause 1: Washington's data demonstrates an area of continued monitoring in EL's student performance. Washington Elementary must continue to develop our EL's listening, speaking, reading, and writing, in both their native language and English.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Washington Elementary students are not meeting Student Achievement, School Progress, or Closing the Gaps as measured through state accountability, negatively contributing to our overall Accountability Rating of a 62. To reach a C for the 2025-2026 school year, we have set goals for each of the Domains and will focus on individual student growth and closing the gaps to make the largest impact.

Root Cause 2: Lesson internalization, planning structures, and Tier 1 instruction were not effectively meeting the needs of our learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff capacity regarding lesson internalization with new HQIM and responding to new, rigorous campus processes.

Root Cause 3: New curriculum materials, strategies, and campus processes have been implemented to support the alignment with school improvement goals and campus needs.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Dyslexia data

Employee Data

- Campus leadership data
- Professional development needs assessment data

Goals

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





Performance Objective 1: Train: 100% of teachers including new and District of Innovation (non-certified) teachers will receive ongoing support and professional development opportunities to support their foundational years in education at Washington and student achievement.

High Priority

Evaluation Data Sources: Campus mentor program performance, observation and feedback, TIL waterfall coaching, TIL data-driven instruction, Cokes and Conversations (new teacher trainings), PLCs, coaching cycles, and targeted professional development every Tuesday.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will utilize weekly PLC to analyze student data through data-driven instruction and student work analysis protocols.</p> <p>Strategy's Expected Result/Impact: Progress in student achievement will be measured through student growth data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide targeted professional development every Tuesday to support and increase teacher capacity related to data-driven instructional practices and student work analysis.</p> <p>Strategy's Expected Result/Impact: Progress in instructional practices as measured through T-TESS observation and walkthrough data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 2: Hire and Retain: Washington will hire and retain certified teachers and provide support to get 100% of our DOI teachers certified by the end of the school year.

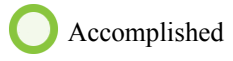
High Priority

Evaluation Data Sources: TAPR, teacher retention data, campus leadership team/interview panel feedback

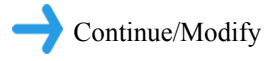
Strategy 1 Details	Reviews			
<p>Strategy 1: Develop an interview process with the campus leadership team that includes a diverse group of stakeholders and provides clear expectations for the type of staff we are looking for to meet our campus needs. A handout is given to candidates that highlights the campus as well as the qualities we are looking for.</p> <p>Strategy's Expected Result/Impact: Hire and retain highly qualified individuals, leading to an increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support DOI teachers in their certification process by meeting regularly to discuss progress.</p> <p>Strategy's Expected Result/Impact: DOI teachers will become certified so that we have a highly qualified staff at Washington.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Sherman ISD will provide high quality instructional materials, research based instructional strategies, and resources to ensure progress in student achievement.

Performance Objective 1: We will provide beginning of year and quarterly training on Kagan cooperative learning strategies with 70% of walkthroughs demonstrating the use of Kagan strategies.

Evaluation Data Sources: Student engagement levels via walkthroughs and observations and professional development presentations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement professional development according to the district pacing guide. Provide ongoing support (quarterly PD) and feedback.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and teacher capacity related to cooperative learning strategies.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Mentors</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Collect and maintain walkthrough and observation feedback to track the goal of 70% of implementation in classrooms.</p> <p>Strategy's Expected Result/Impact: We will be able to determine the effectiveness of Kagan professional development through intentional data collection in order to respond and provide intervention for teachers as needed.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 2: Sherman ISD will provide high quality instructional materials, research based instructional strategies, and resources to ensure progress in student achievement.

Performance Objective 2: 90% of classrooms will utilize STEMscopes for math instruction as observed during walkthroughs and observations.

High Priority

Evaluation Data Sources: Teacher walkthroughs and observation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide quarterly extended planning opportunities and use data-driven instruction/student work analysis protocols during weekly PLCs to support HQIM internalization.</p> <p>Strategy's Expected Result/Impact: Increased in student achievement by teaching to the depth and complexity of the TEKS.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Collect data on implementation rates through walkthroughs and observations.</p> <p>Strategy's Expected Result/Impact: 90% of teachers will implement STEMscopes curriculum.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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


Performance Objective 1: 3rd grade STAAR math scores will increase from 21% Meets to 35% for the 2025-2026 school year.


High Priority

Evaluation Data Sources: STAAR performance and state accountability data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement data-driven instruction and student work analysis protocols during PLCs. Strategy's Expected Result/Impact: Drive an increase in student achievement. Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of high quality instructional materials (STEMscopes). Strategy's Expected Result/Impact: Increase student achievement scores. Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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


Performance Objective 2: STAAR math scores will increase from 27% Meets to 35% for Emergent Bilingual students by the end of the 2025-2026 school year.


High Priority

Evaluation Data Sources: STAAR performance and state accountability data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus-wide MTSS and intervention (Tiger Time) processes to address individual student needs. Summitt K-12 is the program we are using to develop academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Target individual students to grow them according to STAAR accountability measures.</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development for bilingual teachers related to building academic vocabulary as well as alignment across grade levels through vertical meetings Kinder-5th grade.</p> <p>Strategy's Expected Result/Impact: Increase academic vocabulary will lead to an increase in STAAR math scores for EB students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


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


Performance Objective 1: Washington will enhance parent and community involvement in order to enrich the educational experience for students and families. Staff, students, parents, and community members will feel welcome and be encouraged to actively participate in our school. Quarterly events will be planned for the purpose of family engagement.

Evaluation Data Sources: Curriculum Night, Open House, Cinco de Mayo, Parent Orientation, Trunk or Treat, volunteer opportunities, conferences, PTA, and parent/community surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Invite parents to develop campus partnerships through participation in scheduled events and parent teacher conferences.</p> <p>Strategy's Expected Result/Impact: The impact will be measured by the percentage of event attendance and parents participating in parent/teacher conferences.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents and students will be invited to sign a Parent/Teacher/School Compact in October 2025, signaling their partnership with the campus.</p> <p>Strategy's Expected Result/Impact: Strengthen the partnership and frequency of parent connections.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 2: Send out monthly family newsletters to increase communication between the campus and families and make weekly posts to social media to keep families informed about what students are learning in the classroom, upcoming events, and campus information.

High Priority

Evaluation Data Sources: Monthly family newsletters and weekly social media posts.

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with teachers and staff through committees and campus leadership teams to develop a newsletter that highlights recent learning and encompasses what learning opportunities are upcoming.</p> <p>Strategy's Expected Result/Impact: Keep families informed on upcoming assessment dates and events, highlight photos from learning activities, inform families how they can support their child's learning at home, share upcoming unit details for each subject, gather input from families, and increase communication between the campus and families.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create an online social media presence for Washington Elementary to inform families about what is going on each week on campus in addition to sending out the monthly newsletter.</p> <p>Strategy's Expected Result/Impact: Quickly push out relevant information, share photos from learning activities, and provide an additional means of communicating information and activities.</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will utilize weekly PLC to analyze student data through data-driven instruction and student work analysis protocols.
1	1	2	We will provide targeted professional development every Tuesday to support and increase teacher capacity related to data-driven instructional practices and student work analysis.
1	2	1	Develop an interview process with the campus leadership team that includes a diverse group of stakeholders and provides clear expectations for the type of staff we are looking for to meet our campus needs. A handout is given to candidates that highlights the campus as well as the qualities we are looking for.
1	2	2	Support DOI teachers in their certification process by meeting regularly to discuss progress.
2	1	2	Collect and maintain walkthrough and observation feedback to track the goal of 70% of implementation in classrooms.
2	2	1	Provide quarterly extended planning opportunities and use data-driven instruction/student work analysis protocols during weekly PLCs to support HQIM internalization.
2	2	2	Collect data on implementation rates through walkthroughs and observations.
3	1	1	Implement data-driven instruction and student work analysis protocols during PLCs.
3	1	2	Implementation of high quality instructional materials (STEMscopes).
3	2	1	Campus-wide MTSS and intervention (Tiger Time) processes to address individual student needs. Summitt K-12 is the program we are using to develop academic vocabulary.
3	2	2	Provide professional development for bilingual teachers related to building academic vocabulary as well as alignment across grade levels through vertical meetings Kinder-5th grade.

Site-Based Decision Making Committee

Committee Role	Name	Position
Dyslexia	Michael Marrott	Dyslexia Therapist
Community Representative	Richard Goodell	Community Member
Non-classroom Professional	Sharon Gibson	Counselor
Special Education Teacher	Kristen Brown	Special Education Teacher
Classroom Teacher	Colby Howard	PE Teacher
Classroom Teacher	Raegan Crow	Teacher
Classroom Teacher	Carmen Davis	Teacher
Classroom Teacher	Mayra Rivera	Teacher
Classroom Teacher	Amber Hayes	Teacher
Classroom Teacher	Michael Shull	Teacher
Classroom Teacher	Leomar De los Angeles	Teacher
Business Representative	Ricky Gracia	Business Representative
Parent	Jenny Vazquez	Parent
Administrator	Lyn Goodell	Assistant Principal
Administrator	Heather Wood	Principal