

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

Accountability Rating: C



Mission Statement

Dillingham Elementary will be a collaborative learning community that supports every child's academic, social, and emotional growth through inclusive experiences and meaningful relationships.

Vision

At Dillingham, we celebrate diversity and support the whole child by fostering a joyful, inclusive environment where every student can grow with confidence, kindness, and a love for learning.

Value Statement

At Dillingham Elementary...

- advocating for the wellness of the whole child.
- being champions for a growth mindset.
- building meaningful connections through soliciting the voices of our students, families, and community members.
- providing various opportunities for collaboration for staff and students.
- honoring the processes of learning by engaging students in joyful, meaningful learning experiences.
- Modeling respect and supportive behavior for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dillingham Elementary is one of seven elementary campuses in Sherman ISD and serves students in Kindergarten through Fifth Grade. Prior to July 2021, the campus operated as an Intermediate School serving grades 5–6. For the 2025–2026 school year, Dillingham is undergoing notable transitions due to SISD elementary attendance zone redistricting.

The campus currently serves 335 students, with 69% identified as Economically Disadvantaged. Dillingham hosts several special programs, including Special Education self-contained classrooms, which are identified as FOCUS (3 Classrooms) and two Behavior Support Classrooms (BSC, also known as SEAL—Social Emotional & Academic Learning). These programs contribute to an elevated Special Education percentage of 32%, meaning more than one in three students on our campus require special education services. In regard to student behavior, 97% of students consistently demonstrate success with campus-wide PBIS strategies and established behavioral expectations. Our 24-25 Attendance Rate was 93.2%, which is below our campus goal of 95%.

Enrollment decreased significantly this year, with 383 students reassigned to other SISD campuses due to district elementary rezoning. This shift also included the relocation of all six bilingual program classes. Staff size decreased in alignment with enrollment changes, resulting in only a small number of new staff members joining the campus this year. Currently, Dillingham has one first-year teacher, however we have nine teachers hired under the District of Innovation program, representing 26% of professional staff. Teacher experience levels vary, but the overall trend shows growth toward having a higher percentage of teachers with five or more years of classroom experience.

General Information

Current Enrollment: 335 (186 Girls and 149 Boys)

Serving Students KG - 5th Grade

69% Economically Disadvantaged

32% Special Education

Student Demographics:

African American 14%

Asian 1.8%

Hispanic 41.5%

American Indian 1.2%

Pacific Islander 0%

Two or More Races 8.5%

White 33%

At-Risk TBD

Emergent Bilingual 17.6%

Gifted & Talented 3.6%

Special Education 32%

Students Designated as Homeless via McKinney-Vento .07%

Mobility Rate ~30%

Attendance Rate (24-25) 93.2%

Staff Data:

65 Total Staff (not including Special Education Itinerant staff)

35 Professional Teaching Staff

13 Paraprofessional Classroom Staff

4 Office Staff

20 K-5 Classroom Teachers

3.3 Special Services Teachers (1 Reading Interventionist, 2 Dyslexia, .3 Challenge)

4 Special Education Resource & Inclusion Teachers (3 Inclusion Teacher Assistants)

5 Special Education Self-Contained Teachers (9 Teacher Assistants)

3 Specials Teachers (1 P.E., 1 Art, 1 Music, and 1 P.E. Teacher Assistant)

9 teachers are considered 1st, 2nd, or 3rd Year District of Innovation (non-certified) teachers, which is ~26% of our Faculty

11 teachers are within their first 3 years of teaching, which is ~31% of our Faculty

13 are within their first 5 years of teaching, which is ~36% of our Faculty

Average years of teaching experience: 13

1 Certified Librarian, which serves all SISD Elementary Libraries (1 Library Assistant)

1 School Counselor

1.5 Assistant Principals

.5 Campus Technology Specialist

2 District-shared Instructional Coaches assigned to support our campus

1 Registered Nurse

.3 SISD Police Officer

Demographics Strengths

We are a highly diverse campus that embraces numerous special programs, which gives our students more opportunities for inclusion experiences. Over 60% of our faculty has more than five years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Challenges exist in addressing the various and specific learning & social/emotional needs of students who are identified as Economically Disadvantaged.

Root Cause: Many of the students identified as Economically Disadvantaged enter school with fewer academic and social/emotional readiness skills.

Problem Statement 2 (Prioritized): 26% of our teachers are considered as first-,second-, or third-year teachers, and need additional time and support for professional learning and coaching. Our DOI teachers are not considered as highly-qualified by TEA, and have not had the opportunity for pre-career classroom observations, college preparation, or student teaching.

Root Cause: Due to the shortage of available certified teachers, Dillingham has hired 9 teachers for professional teaching positions that are considered DOI (not yet certified).

Student Learning

Student Learning Summary

Dillingham Elementary was given an Accountability Grade of a "C" for the 2024-2025 school year, with an overall rating score of 71. This is an 11-point improvement from the 2023-2024 over score of a 60, which was considered a "D". This increase is attributed to large improvements in our School Progress (Academic Growth) and Closing the Gaps measures. Student Achievement increased slightly, but we believe by maintaining student growth and closing student gaps, the student achievement will show marked improvement moving forward. Below are comparison charts from T.E.A.:

2024 Accountability Rating Overall Summary
DILLINGHAM EL (091906112) - SHERMAN ISD - GRAYSON COUNTY
 * Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		60	D	
Student Achievement		55	F	0%
STAAR Performance	29	55		
College, Career and Military Readiness				
Graduation Rate				
School Progress		60	D	70%
Academic Growth	56	60	D	✓
Relative Performance (Eco Dis: 81.1%)		55	F	
Closing the Gaps	13	60	D	30%

2025 Accountability Rating Overall Summary
DILLINGHAM EL (091906112) - SHERMAN ISD - GRAYSON COUNTY
 * Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		71	C	
Student Achievement		57	F	0%
STAAR Performance	32	57		
College, Career and Military Readiness				
Graduation Rate				
School Progress		70	C	70%
Academic Growth	63	70	C	✓
Relative Performance (Eco Dis: 77.6%)		57	F	
Closing the Gaps	42	73	C	30%

Our Emergent Bilingual students performed well on the TELPAS assessment, which is measured in the Closing the Gaps Domain, which helped our score improve:

% of Points Earned



out of 100

English Language Proficiency measures Emergent Bilingual (EB)/English learners' (ELs) progress towards achieving English language proficiency.

Our campus STAAR scores are within average with district elementary-level scores. However, all of our scores are lower than the ESC Region 10 and State of Texas averages. Dillingham utilizes multiple measures of outcome data for Gr. 3-5, including State of Texas Assessments of Academic Readiness (STAAR) scores, STAAR Interim data, iReady data, TELPAS data, as well as input data such as informal and formal assessments throughout the school year to promote an increase in academic achievement, and progress monitor tools (such as iReady), to focus on individual student growth. For Gr. K-2, we utilize mCLASS (KG) for Reading, as well as i-Ready for Reading and Math as progress monitoring tools to focus on individual student growth and for intervention tools. We foster positive relationships and embrace a growth mindset with each other, our students, and their families. We collaborate in professional learning communities using the DDI process in order to make a direct impact on teaching and learning.

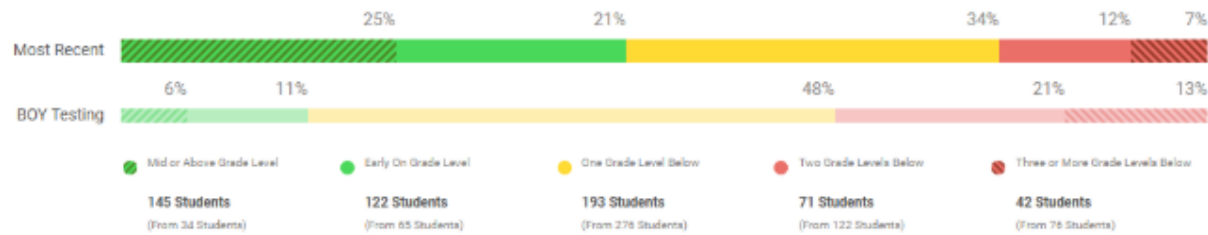
Our students have not shown evidence of success with Tier I instruction in the core academic areas. Not only has this effected our students academically by creating learning gaps, but there is evidence of ACES trauma with students' ability to deal with Social/Emotional needs, which adversely effect their ability to learn academic skills. Based on various data points, there has been an increase in students that need Tier II and Tier III intervention in core content areas and with behavior.

Last year, our students showed significant growth in Reading and Math when comparing our 24-25 Beginning of Year iReady Diagnostic data with our 24-25 End of Year iReady Diagnostic data:

Dillingham iReady Reading Diagnostic, Spring 2025 (End of Year Data - "Most Recent" line vs. Beginning of Year - "BOY Testing" line):

Overall Placement

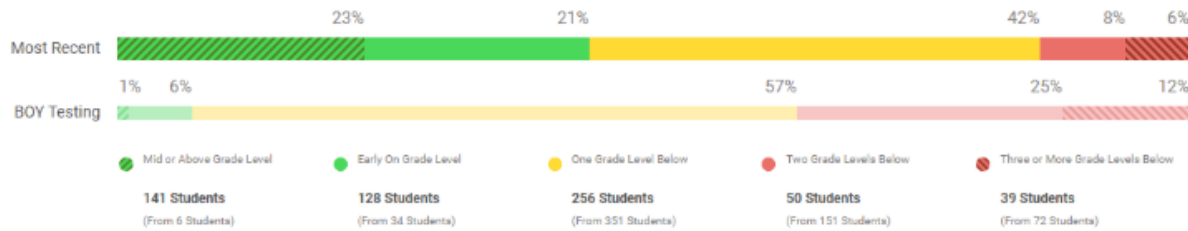
Students Assessed/Total: 573/696



Dillingham iReady Math Diagnostic, Spring 2025 (End of Year Data - "Most Recent" line vs. Beginning of Year - "BOY Testing" line):

Overall Placement

Students Assessed/Total: 614/696



For Tier I instruction, our campus will focus on our students' Reading and Math foundational skills for our Student Learning Objectives/Goals with the ultimate objective of having the majority of our students showing significant growth with iReady Diagnostics, which is measured throughout the year. Dillingham has also designated math as a focus area, utilizing learning concepts that have been successful with teaching small group Reading to reinforce a Guided Math approach. Our teachers are utilizing SISD's High-Quality Instructional Materials with fidelity, and our math teachers are working to internalize and plan using our new math curriculum. Targeted Tier II and Tier III interventions are a high priority area, as we have designed our Master Schedule to allow for 45 minutes of MTSS Reading and Math intervention/enrichment daily. Through our Challenge program, targeted students are participating in "upervention" in order to assist with enrichment and encourage academic growth for students that are at a Mastery level.

Student Learning Strengths

Our students and staff embrace a GROWTH mindset, which our campus will foster with students individually by utilizing growth monitoring tools and celebrating individual student academic growth. Our 2025 STAAR accountability data reflects that our highest performance is in Domains 2 and 3, which is Academic Growth and Closing the Gaps, and according to our 24-25 iReady Diagnostic data our students showed significant growth from beginning of the year to the end of the year in Reading and Math. According to TELPAS data, our EB students are showing growth with English-language skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We want to build a growth mindset with stakeholders in order to overcome gaps in learning, utilizing High-Quality Instructional Materials, aligned Tier I instruction using Research-Based Instructional Strategies , as well as Tier I and Tier II small group instruction and with targeted interventions in core instructional areas.

Root Cause: Many of our students have gaps in learning, which creates challenges for them with Tier I instruction.

Problem Statement 2: According to BOY i-Ready data, only 11% of our K-5 students are considered "on grade level" in math.

Root Cause: Dillingham has a need for more intentional Tier I planning using High Quality Instructional Materials, Research-Based Instructional Strategies, as well as small group math instruction and targeted intervention groups.

Problem Statement 3: According to BOY i-Ready data, only 20% of our K-5 students are considered "on grade level" in Reading.

Root Cause: Dillingham has a need for more intentional Tier I planning using High Quality Instructional Materials, Research-Based Instructional Strategies, as well as small group Reading instruction and targeted intervention groups.

School Processes & Programs

School Processes & Programs Summary

At Dillingham Elementary, we recognize that recruiting and retaining highly qualified teachers is essential to “Building Our Future Bearcats.” Despite the national teacher shortage, we have successfully hired staff who meet our high standards through the support of the Sherman ISD District of Innovation plan and a structured, rigorous selection process that ensures alignment with our campus vision, mission, and collective commitments.

To support teacher growth and success, our campus has developed organizational structures that promote efficiency and effectiveness, including a mentoring program for new teachers, coaching and support from instructional leaders, and regular opportunities for professional learning. Instruction is monitored and strengthened through walkthroughs, evaluations, PLCs, data meetings, and the guidance of instructional coaches. Teachers engage in collaborative lesson design, internalization, and planning sessions that focus on implementing innovative, engaging, and differentiated instruction to maximize student achievement.

Our campus places a strong emphasis on creating a safe, positive, and welcoming climate for all students and staff. The Campus Leadership Team sets high standards for success, and the faculty is committed to providing programs that support academic, social-emotional, and behavioral growth. Students benefit from PBIS, character education, counseling services, and social-emotional learning programs such as Morning Meetings, Zones of Regulation, SOLER, and Peer Helpers Plus. Recognition programs, including Student, Teacher, and Employee of the Month, further support positive school culture.

Dillingham also offers specialized programs including Dyslexia, Gifted and Talented (Challenge), and self-contained Special Education programs (FOCUS and BSC/SEAL). Our counselor collaborates with district staff to coordinate awareness events such as College Week and Red Ribbon Week, while our partnership with Communities in Schools provides vital family and community support to strengthen student success.

In addition, technology integration is a priority. Our district and campus goal of providing 1:1 devices ensures equitable access: all students in grades 2–5 have Chromebooks, while K–1 classrooms are equipped with iPads and desktop computers to support digital learning.

Through these intentional processes and programs, Dillingham Elementary maintains high standards of instructional quality, professional collaboration, and student support, ensuring that all students have opportunities to grow academically, socially, and emotionally.

School Processes & Programs Strengths

Our staff is highly collaborative and student-centered, which has been instrumental in shaping our Campus Vision, Mission, and Collective Commitments. Together, we continue to navigate the challenges of past and current district transitions—including attendance zone changes, staffing shifts, and the opening of new campuses—while remaining focused on stability, consistency, and student success. We are also mindful of the lingering effects of the COVID-19 pandemic on the social-emotional well-being of our students, families, and staff, and remain committed to providing support in this area.

As part of this commitment, Dillingham Elementary has planned a variety of Student, Family, and Community Engagement activities and programs for the 2025–2026 school year to strengthen relationships, promote collaboration, and enhance the overall school experience.

Communities in Schools (CIS) Program

Daily Morning Meetings (S/E Learning)

Soft Roll-Out/Implementation of *The Leader in Me*

PBIS Initiatives

Campus Incentives and Awards Programs for Students, Staff, and Volunteers

Fall & Spring Book Fairs

Gardening Club - "DandeLIONS"

Special Olympics

UIL Chess Competition (Challenge Classes)

Fine Arts Nights (Music & Art performances/shows)

5th Grade Field Day (SISD Event)

Student Council (4th & 5th Gr.)

Teledoc

College & Military Awareness Week

Career Week

Red Ribbon Week (Celebrate being Drug Free)

PTA Programs for Families (Trunk or Treat; S'mores with Santa; Spring Event)

Hispanic Heritage Month

Celebrating Texas BIG ART Day

Pumpkin Character Book Decorating Challenge

Multiple Fund raising Opportunities for PTA, our School, and District Organizations

Drama Club

Sports Club

Robotics Club

Basics of Crocheting Club

Fabulous Field Trips (SISD-Sponsored)

Peer Helpers Plus

Book Vending Machine (for PBIS/Greatness in Action)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus requires increased structured time for teachers to engage in professional learning, internalize and plan with the new math curriculum, participate in grade-level PLCs, and prepare for daily MTSS interventions, in order to support high-quality instruction and promote retention of effective educators.
Root Cause: Limited scheduling and insufficient time for professional learning and collaborative planning prevent teachers from fully internalizing the new math curriculum, balancing HQIM with RBIS during planning, and preparing targeted MTSS interventions. This lack of dedicated time contributes to instructional inconsistencies and increased teacher stress, which can negatively affect teacher retention.

Perceptions

Perceptions Summary

Dillingham strives to meet the diverse needs of the students and families we serve through a culture of high expectations and a shared vision of success for all students. As a 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. With direction from our Campus Leadership Team, our Staff developed the following Campus Vision, Mission, and Collective Commitments to drive how our campus operates...



At Dillingham, we celebrate diversity and support the whole child by fostering a joyful, inclusive environment where every student can grow with confidence, kindness, and a love for learning.

Dillingham Mission Statement

Dillingham Elementary will be a collaborative learning community that supports every child's academic, social, and emotional growth through inclusive experiences and meaningful relationships.



Our Collective Commitments

We commit to...

- advocating for the wellness of the whole child
- being champions for a growth mindset.
- building meaningful connections through soliciting the voices of our students, families, and and community members.
- providing various opportunities for collaboration for staff and students.
- honoring the processes of learning by engaging students in joyful, meaningful learning experiences
- Modeling respect and supportive behavior for all



A key component of every successful school is a safe and welcoming environment. Dillingham implements a comprehensive Positive Behavior and Intervention Support (PBIS) system. Our Lion Traits include: Be Respectful, Be Responsible and Be Safe. These expectations ensure a safe environment throughout the building, during lunch and recess as well as entering and leaving the building. Our staff explicitly teaches and provides practice time for specific behavioral expectations for all areas connected within our school so that students become immersed in these expectations throughout each day/week. We focus our PLCs and campus planning around the Sherman ISD Student Experience characteristics, which is highlighted in the SISD Strategic Plan. Communication is vital to the success of our community and family involvement. Through the use of the Finalsite system, messages are delivered in the primary languages of our students and families utilizing phone messages, text messages, and email. We utilize 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. We have Live School Announcements via Google Meets each Monday and Friday, utilizing our Student Council members to lead us in the Pledges, reminders of our Lion Traits, and a minute of silence. Video monitors in the hallways are used to display information and good things happening at Dillingham. We believe in educating the "Whole Child", so our staff is dedicated to meeting all of the basic needs of our students to remove obstacles so they can focus on learning and feeling safe & confident. Each child is offered a FREE breakfast and lunch. Our counselor, clinic, and CIS Coordinator keep a supply of school supplies, shoes, clothing, coats, and toiletries for students that need assistance, which is named "Cole's Closet", in honor of one of our former teachers that started a care closet. One of our local churches also provides "weekend snack bags" for some students as well.

We are fostering participation with parents to form an active PTA. Being a newer elementary campus (still within our first 5 years), we are gaining momentum with filling our Board/Committee Leads with parents instead of primarily staff members. Our goal is to continue building the leadership capacity of our parents/volunteers so that they are the primary members of the PTA Board, and have continued our "Lion Patrol" this year which will give our male figures a role to be present for our students. Our staff has typically achieves the status of 100% membership, and our Dillingham parents/family membership is growing.

Data from the 23-24 SISD Employee Wellness Survey shows that over 90% of Dillingham teachers indicated that they were happy with their jobs, felt supported, and felt safe & secure at work. According to the same survey, a priority goal for 24-25 focused on improving staff communication and sharing campus decision-making implications more effectively.

Our overall attendance rate for staff & students improved in 24-25, however we were not able to reach our goal of 95% for student attendance. The Truancy Tribunal program has helped tremendously with improving student attendance. We are also recognizing staff members with outstanding attendance on a monthly basis.

We had 70 participants that responded to our Spring 2025 Title I Family Feedback Survey: [Dillingham Elem. Spring 2025 Family Feedback Survey Results](#).

Perceptions Strengths

Dillingham staff invests time to intentionally build positive, trusting relationships with our students and their families. Students are greeted daily with welcoming smiles and kind words by staff members, whether they are arriving by bus or car drop-off. Our staff remains dedicated to our commitments, and are fostering a growth mindset for themselves, as well as for our students and their families. The majority of our students exhibit kindness, a willingness to learn and grow academically, and show respect and good manners. Our staff indicates that they are happy with their jobs. Data from our Spring Family Feedback survey shows that our families have a positive perception regarding our campus communication, safety, school culture, and they feel supported, involved in their child's education, and welcome on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students lack skills on how to deal with social/emotional deficits, like how to handle frustrations, build friendships, and become proactive in dealing with challenges instead of emotionally reactive. Some of our students exhibit disruptive behaviors that interferes with instruction.

Root Cause: Students are entering school with a lack of social skills needed to emotionally handle the daily challenges they encounter in life. Some students do not have appropriate educational opportunities prior to Kindergarten, or have encountered ACES-type trauma and have not received the social/emotional support necessary to overcome.

Problem Statement 2: A number of our families are not active participants in their child's education.

Root Cause: Low socio-economic challenges, such as balancing work/life demands, lack of understanding how to assist their child or lack of family resources impedes active participation in their child's education.

Priority Problem Statements

Problem Statement 1: Students lack skills on how to deal with social/emotional deficits, like how to handle frustrations, build friendships, and become proactive in dealing with challenges instead of emotionally reactive. Some of our students exhibit disruptive behaviors that interferes with instruction.

Root Cause 1: Students are entering school with a lack of social skills needed to emotionally handle the daily challenges they encounter in life. Some students do not have appropriate educational opportunities prior to Kindergarten, or have encountered ACES-type trauma and have not received the social/emotional support necessary to overcome.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: The campus requires increased structured time for teachers to engage in professional learning, internalize and plan with the new math curriculum, participate in grade-level PLCs, and prepare for daily MTSS interventions, in order to support high-quality instruction and promote retention of effective educators.

Root Cause 2: Limited scheduling and insufficient time for professional learning and collaborative planning prevent teachers from fully internalizing the new math curriculum, balancing HQIM with RBIS during planning, and preparing targeted MTSS interventions. This lack of dedicated time contributes to instructional inconsistencies and increased teacher stress, which can negatively affect teacher retention.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Challenges exist in addressing the various and specific learning & social/emotional needs of students who are identified as Economically Disadvantaged.

Root Cause 3: Many of the students identified as Economically Disadvantaged enter school with fewer academic and social/emotional readiness skills.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 26% of our teachers are considered as first-,second-, or third-year teachers, and need additional time and support for professional learning and coaching. Our DOI teachers are not considered as highly-qualified by TEA, and have not had the opportunity for pre-career classroom observations, college preparation, or student teaching.

Root Cause 4: Due to the shortage of available certified teachers, Dillingham has hired 9 teachers for professional teaching positions that are considered DOI (not yet certified).

Problem Statement 4 Areas: Demographics

Problem Statement 5: We want to build a growth mindset with stakeholders in order to overcome gaps in learning, utilizing High-Quality Instructional Materials, aligned Tier I instruction using Research-Based Instructional Strategies , as well as Tier I and Tier II small group instruction and with targeted interventions in core instructional areas.

Root Cause 5: Many of our students have gaps in learning, which creates challenges for them with Tier I instruction.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data





Goals

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

Performance Objective 1: Ongoing support and professional development opportunities related to campus school-wide programs, processes, practices, and strategies will be provided to 100% of our teaching staff.

Evaluation Data Sources: Eduphoria Strive Workshop Completion Lists, PLC Agendas, Teacher Talk Tuesday Calendar and Agendas, Coaching Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will be provided coaching, modeling, professional development, data-driven instructional planning, and collaboration opportunities in order to meet campus and individual professional goals, as well as student learning objectives.</p> <p>Strategy's Expected Result/Impact: Effective, highest leverage planning and instruction, which supports teaching and learning best practices, and leads to an increase in student growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All new teachers, including District of Innovation Teachers, will be provided with extra support that includes opportunities for "just in time" professional learning.</p> <p>Strategy's Expected Result/Impact: New teachers will have a strong foundation of support that will help them sustain collaboration with more veteran teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June


Strategy 3 Details	Reviews			
<p>Strategy 3: First year teachers will participate in the district's teacher mentoring program. Mentor-teacher pairs will meet bi-weekly for collaborative reflection, goal setting, and professional development, with a 95% completion rate of required sessions.</p> <p>Strategy's Expected Result/Impact: New teachers will feel supported and have a consistent, veteran teacher to help ensure they are successful.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Designated Mentors</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All math teachers will participate in targeted, specific professional development and internalization planning for our new HQIM/curriculum, STEMScopes Math.</p> <p>Strategy's Expected Result/Impact: Teachers will successfully implement STEMScopes Math with fidelity.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>Title I: 2.51, 2.52, 2.53</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


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


Performance Objective 2: 100% of K-3 classroom teachers, campus administrators, Special Education Teachers, and Special Programs Teachers will complete the TEA Reading Academy, according to SISD time line.


Evaluation Data Sources: Reading Academy Completion Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Appointed staff will participate in assigned Reading Academy Modules, completing all pre- & post-work, as well as all assessments designated by the district's Reading Academy Coach.</p> <p>Strategy's Expected Result/Impact: Effective, research-based, implicit reading instruction by teachers, as well as growth in literacy skills with all students in K-3.</p> <p>Staff Responsible for Monitoring: Principal, Reading Academy Coach</p> <p>Title I: 2.51, 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 5: Effective Instruction</p>	Formative			Summative
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Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.


Performance Objective 1: By utilizing the Solution Tree model, 100% of classroom teachers will participate in Professional Learning Communities that will result in highly performing, collaborative teams that are focused on student support and academic growth.

Evaluation Data Sources: PLC Agendas & Notes, Campus Admin Team Agendas & Notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher Leaders will implement a Professional Learning Community process using Data-Driven Instruction (DDI) strategies to build capacity for quality planning for instruction, enrichment, and intervention with our teachers.</p> <p>Strategy's Expected Result/Impact: Effective PLC/DDI processes will yield effective instructional planning and will drive intervention plans, resulting in academic growth for all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Teacher Leaders</p> <p>Title I: 2.51, 2.52, 2.53</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Administrators will utilize the Solution Tree PLC model and training to help build the capacity of our Campus Leadership Team so that they can inspire teamwork and collaboration in their roles as Lead Teachers by providing coaching, modeling of leadership skills, and targeted professional development.</p> <p>Strategy's Expected Result/Impact: Campus Administration will be able to effectively delegate leadership roles and responsibilities to our Lead Teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 2.51, 2.52, 2.53</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 2: 100% of our Campus Leadership Team will participate in a Summer Leadership Retreat, CLT meetings throughout the year, and will represent their respective campus teams to assist the Campus Admin Team in developing short-term and long-term goals & strategies for the campus.

Evaluation Data Sources: Leadership Retreat Agenda & Attendance Log; CLT Meeting Agendas; CLT-led Campus P.D. Agendas & Attendance Log





Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus Administration Team will design a Summer Leadership Retreat focused on the three long-term goals established from the 2024-2025 staff and family surveys, in addition to our CNA, which will result in an action plan that will be presented to staff and will drive the Campus Culture Day, as well as other August 2025 campus P.D.</p> <p>Strategy's Expected Result/Impact: Teacher Leaders will assist the Campus Admin Team in creating actionable plans to address the three long-term goals established by the 24-25 CLT, and will develop implementation steps to share and facilitate the plan during campus P.D. in August.</p> <p>Staff Responsible for Monitoring: Principal, APs, CLT</p> <p>Title I: 2.52, 2.53</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.

Performance Objective 3: The Campus Administrative Team (Principal, A.P.'s, IC, TLS, Secretary, Counselors, and CIS Site Coordinator) will develop and implement an "Admin Huddle" agenda that is goal-driven, strategic, focused, collaborative, shared, and determines actionable items with specific personnel listed for follow-up. Admin Huddle will meet on a weekly basis with Part A of the meeting including the entire team, and Part B of the meeting will include the Principal and A.P.'s, and any other priority personnel necessary for agenda items.

Evaluation Data Sources: Admin Huddle Agenda (Google Link)





Strategy 1 Details	Reviews			
<p>Strategy 1: The Principal will collaborate with the C.A.T. to develop the Admin Huddle agenda. The agenda will be shared via a Google Sheets link so that all members have access to collaborate and interact with the agenda when needed. The Principal will send weekly Outlook Calendar invitations for Admin Huddle dates and times.</p> <p>Strategy's Expected Result/Impact: This will increase the collaboration, effectiveness and efficiency of our C.A.T.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.

Performance Objective 1: 100% of classroom teachers will participate in a Professional Learning Community, utilizing a Data-Driven Instructional approach, in order to define gaps, identify target areas for student growth, and facilitate targeted intervention groups.

Evaluation Data Sources: PLC Agendas & Notes; mCLASS Data; i-Ready Data, CFA Data, MTSS Data, Intervention Lists

Strategy 1 Details	Reviews			
<p>Strategy 1: Through our PLC/DDI process, teachers will analyze input data so that targeted intervention plans and groupings can be developed & facilitated for reading and math.</p> <p>Strategy's Expected Result/Impact: Students with learning deficits (according to input data) will show consistent growth on iReady.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Team Leaders</p> <p>Title I: 2.51, 2.52, 2.53</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Through our PLC/DDI process, teachers will set targeted intervention goals for specific students in Tier II and Tier III, and will track their progress to ensure goal attainment, academic growth, and will utilize the data to adjust groupings throughout the year.</p> <p>Strategy's Expected Result/Impact: Tier II and Tier III students will show academic growth in Reading and Math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.





Performance Objective 2: 75% of students will show growth of one performance level or maintain mastery level in iReady Reading and Math.

High Priority

Evaluation Data Sources: iReady Reports for BOY/MOY/EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be administered the Beginning of Year, Middle of Year, and End of Year iReady Diagnostic in Reading and Math during the school year. Teachers & students will utilize individual student data to track specific deficit skills, which will be addressed during intervention/PAWS time as well as during small group instruction.</p> <p>Strategy's Expected Result/Impact: Students will show consistent growth with their reading and math skills, showing an improvement of one performance level or maintaining mastery level.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coach, Lead Teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional, targeted Tier III intervention support in Reading per the REACH program (Reading Specialists) for students that have significant deficits in their reading skills, according to BAS, mCLASS and/or iReady data.</p> <p>Strategy's Expected Result/Impact: Student's mCLASS or iReady data will show that 80% of Tier III Reading students will show growth in their literacy skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Reading Specialists</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher teams will analyze data to determine intervention needs for students (Tier I/enrichment, Tier II, and Tier III), then collaborate with Special Service teachers and others to assign specific students to targeted, focused intervention groups and programming during each grade level's 50 minute daily intervention time (PAWS).</p> <p>Strategy's Expected Result/Impact: By utilizing iReady and STAAR data, we can prioritize student high-focus groups for Tier II and Tier III intervention in core content areas which will yield academic growth in Reading and Math.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Prin., Team Leads</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.





Performance Objective 3: The percentage of 3rd Grade students that meet grade level or above on STAAR RLA will increase from 36% (June 2023) to 75% by June 2027. Our goal for year 2 (2026) is 60%.

High Priority

HB3 Goal

Evaluation Data Sources: 2026 STAAR RLA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher Groups (PLCs) will collaborate to analyze grade level data to determine targeted Tier II and Tier III Reading intervention groups and will track performance utilizing the district MTSS process, and will utilize RBIS during Tier I instruction that will yield student growth.</p> <p>Strategy's Expected Result/Impact: 3rd Gr. students will demonstrate growth in Reading skills.</p> <p>Staff Responsible for Monitoring: Asst. Prin., Specialists teachers, Team Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.





Performance Objective 4: The percentage of 3rd Grade students that meet grade level or above on STAAR Math will increase from 30% (June 2023) to 75% by June 2027. Our goal for year 2 (2026) is 55%.

High Priority

HB3 Goal

Evaluation Data Sources: 2026 STAAR Math Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher Groups (PLCs) will collaborate to analyze grade level data to determine targeted Tier II and Tier III Math intervention groups and will track performance utilizing the district MTSS process, and will utilize RBIS during Tier I instruction that will yield student growth.</p> <p>Strategy's Expected Result/Impact: 3rd Gr. students will demonstrate growth in Reading skills.</p> <p>Staff Responsible for Monitoring: Asst. Prin., Specialists teachers, Team Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.

Performance Objective 5: The percentage of SPED students in 3rd Gr. RLA that meet grade level or above will increase from 22% (June 2023) to 32% by June 2027. Our goal for year 2 (2026) is 28%.

High Priority

HB3 Goal





Evaluation Data Sources: 2026 STAAR RLA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher Groups (PLCs) will collaborate with SPED teachers to analyze grade level data for SPED students to determine appropriate IEP goals and objectives, as well as targeted Tier II and Tier III Reading intervention, and will utilize RBIS during Tier I instruction that will yield student growth for these specific students.</p> <p>Strategy's Expected Result/Impact: 3rd Gr. SPED students will demonstrate growth in Reading skills.</p> <p>Staff Responsible for Monitoring: Asst. Prin., Team Leads, SPED teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 3: Sherman ISD will provide a high-quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.

Performance Objective 6: The percentage of SPED students in 3rd Gr. Math that meet grade level or above will increase from 18% (June 2023) to 28% by June 2027. Our goal for year 2 (2026) is 25%.

Evaluation Data Sources: 2026 STAAR Math Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher Groups (PLCs) will collaborate with SPED teachers to analyze grade level data for SPED students to determine appropriate IEP goals and objectives, as well as targeted Tier II and Tier III Math intervention, and will utilize RBIS during Tier I instruction that will yield student growth for these specific students.</p> <p>Strategy's Expected Result/Impact: 3rd Gr. SPED students will demonstrate growth in Math skills.</p> <p>Staff Responsible for Monitoring: Asst. Prin., Team Leads, SPED teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 4: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

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

Performance Objective 1: 100% of Dillingham Staff will assist in creating and implement the campus Positive Behavioral Interventions & Supports (PBIS) systems to proactively teach and reinforce appropriate student behavior in order to create a safe, supportive learning environment for all students.

Evaluation Data Sources: TEAMS Discipline Data; Quarterly Discipline Reports; PBIS Team Feedback; Campus Admin and Leadership Team Observations; Staff and Parent Survey Feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will engage in training around the topics of PBIS, Restorative Practices, Morning Meetings, Calm Down Areas, Campus Discipline Matrix & Referral Processes, in addition to Tier I and Tier II behavior interventions & consequences within the first semester.</p> <p>Strategy's Expected Result/Impact: Staff will teach/reinforce appropriate behaviors, which will lead to a safe, supportive learning environment for all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Leadership Team, Counselors, PBIS Team</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: PBIS strategies will be utilized to develop common area expectations, in which teachers will teach and practice with fidelity during the first few weeks of school, and will reinforce/practice on a daily basis. These will also be shared with families to help reinforce at home.</p> <p>Strategy's Expected Result/Impact: Staff will teach/reinforce appropriate behaviors, which will lead to appropriate student behavior, thus keeping the office discipline occurrences to a minimum.</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Dillingham will celebrate and reward student achievement for academic and behavioral success via use of school-wide and classroom-based incentives, as well as recognition at assemblies and school announcements.</p> <p>Strategy's Expected Result/Impact: All students will be motivated to achieve personal goals, and feel successful when they are rewarded/celebrated.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Student Celebration Committee, PBIS Committee</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 5: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 2: 100% of our students will engage in Social-Emotional learning and support, as well as the "7 Habits", in order to create a supportive and inviting school culture to foster social and academic success.

Evaluation Data Sources: Counselor's Monthly Calendar of lessons and Character Ed focus; Campus School Counseling Plan Evaluation & Feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus Counselor will develop a monthly calendar of guidance lessons that they will teach, utilizing lessons from the Peer Helpers Program, with each homeroom class, focusing on targeted character skills and social-emotional support, as well as anti-bullying lessons.</p> <p>Strategy's Expected Result/Impact: Students will develop and exhibit positive character traits and display appropriate interpersonal skills on a daily basis. Students will know how to handle situations that might include situations of bullying.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors, Campus Admin, and teachers will engage in training and implement calming techniques and self-regulation strategies, such as calming corners, Kelso's Choices, and Zones of Regulation to provide SEL support for students.</p> <p>Strategy's Expected Result/Impact: Students will utilize Social-Emotional support tools and conflict resolution skills to calmly work through difficult situations when they are frustrated or have conflicts with others.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Staff will receive training and begin to implement The Leader in Me program by utilizing daily Morning Meeting activities, and consistent reinforcement of The 7 Habits with students. We will also recognize a Student of the Month that exemplifies 7 Habits Leadership each month.</p> <p>Strategy's Expected Result/Impact: Students and Staff will consistently understand and practice the 7 Habits, which will result in personal pride, school spirit, and increased leadership capacity in our students and staff.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor</p> <p>Title I: 2.52, 2.53</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 3: Positive School Culture</p>	Formative			Summative
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Goal 5: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 3: Students will have the opportunity to participate in co-curricular or extra-curricular activities that enhance student community engagement and academic success.

Evaluation Data Sources: Student Council Event Participation; Participation in Staff or PTA Sponsored Clubs & Events; Participation in School Assemblies & Events





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with the opportunity to participate in school musicals, art shows & contests, clubs, United Way, PTA Reflections Art Contest, SEF Color Run/5K, PTA and campus fund raising events, Campus Fun Day, Red Ribbon Week, Career Week, College & Military Awareness Week, Student Council-led community support opportunities, and Walk for Fitness.</p> <p>Strategy's Expected Result/Impact: There will be an increased student interest and participation in community responsibility, fine arts, and being physically active.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Fine Arts/PE Staff, CIS, and StuCo Sponsors</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each student will be provided with field trip opportunities, which will engage students in authentic learning environments, that will support grade level TEKS.</p> <p>Strategy's Expected Result/Impact: Students will participate in real world experiences to provide a deeper understanding of grade level concepts and content.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Leadership Team Leaders</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Students in Fourth & Fifth Grade will have the opportunity to be elected to the Dillingham Student Council, and will represent the students in their class, as well as plan and implement school pride events, and engage all Dillingham students in various community service and engagement activities throughout the school.</p> <p>Strategy's Expected Result/Impact: There will be an increased student interest and participation in school & community service projects, as well as school pride, and will foster a desire to help others.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, StuCo Sponsors</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Staff will strive to offer our students opportunities to participate in special interest clubs, such as "Dande-Lions" Garden Club, Sports Club, STEAM/Robotics Club (4H), Crochet Basics Club and Drama Club as offered by staff.</p> <p>Strategy's Expected Result/Impact: These clubs could spark interests of our students to foster an excitement for a special interest that they would want to know more about or participate in. Eventually, leading up to opportunities to compete in events (possibly UIL) in the future.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Volunteer Teachers</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 5: Sherman ISD will empower, engage and equip students for success in a diverse and complex world.

Performance Objective 4: All current Dillingham students (and their families) that will be transitioning to SMS or students (and families) that will be transitioning to Dillingham, will have opportunities to participate in events or activities that will inform them of expectations and give authentic experiences that will help make their transition more successful.

Evaluation Data Sources: List of transition activities throughout the school year, particularly in the Spring; Communication Documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: All incoming Kindergarten students and their families will have the opportunity to participate in Kindergarten-specific Welcoming Events prior to school starting.</p> <p>Strategy's Expected Result/Impact: Students and their families will be more comfortable to begin Kindergarten because they will be familiar with some key school staff, their environment, and common expectations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, KG Lead Teacher</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Dillingham staff will work with Sherman Middle School staff to provide opportunities for our Fifth Grade students and their families to participate in authentic transition opportunities in the Spring, prior to Summer Break.</p> <p>Strategy's Expected Result/Impact: Fifth Grade students and their families will be more comfortable transitioning to SMS because they will be familiar with some key school staff, their environment, and common expectations.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Fifth Grade Team Leader, Counselors</p> <p>Title I: 2.53</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 6: Sherman ISD will continue to monitor and plan for district facility needs.





Goal 7: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.

Performance Objective 1: 100% of professional staff will participate in focused activities that will increase family/community engagement, and positive relationships with students, their families, and members of our community.

Evaluation Data Sources: Event Sign-in Sheets; schedule of school meetings/events; Feedback on Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: All classroom teachers will make a positive contact with all parents within the first month of school, and continue with consistent communication throughout the year, utilizing technology apps or other parent-preferred communication strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will create a welcoming tone and "open the door" for positive communication, transparency, and trust with all families.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Title I: 2.51, 2.53</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
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop family and community partnerships by engaging in scheduled Parent/Teacher conferences and events. In the fall, the campus will host a Meet the Teacher Night prior to school starting, as well as a Curriculum Night in October. Parents and students will be invited to sign a Campus Learning Compact, partnering with the campus to make personal commitments to help ensure student success. We will also engage families and community with a minimum of one Title I/ Title III Parent Engagement Evenings during the school year.</p> <p>Strategy's Expected Result/Impact: All families will feel welcomed and empowered to participate in various activities throughout the school year, and realize the personal impact and responsibility all of us have to ensure student success.</p> <p>Staff Responsible for Monitoring: All Teachers, Principal, and Assistant Principals</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Leadership and Staff will foster positive engagement with student families, volunteers, and staff leaders, to assist in recruiting and building a stronger campus PTA Board and increase PTA membership & engagement.</p> <p>Strategy's Expected Result/Impact: Staff will have 100% membership in PTA. Our PTA Board will foster and promote parent leadership as we grow our campus PTA. Our PTA will provide family-centered events to help engage our school families.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Communities in Schools will provide services and events to assist our students and families with supports they need to be successful at school.</p> <p>Strategy's Expected Result/Impact: Our CIS Site Coordinator will foster positive relationships with students, staff, and families in order to provide necessary supports, training, or events that help meet our campus families' needs.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, CIS</p> <p>Title I: 2.51, 2.52, 2.53</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

Strategy 5 Details	Reviews			
<p>Strategy 5: The campus counselor and CIS Site Coordinator will collaborate to offer monthly Parent Workshop events in the evening, focusing on topics recommended by parents.</p> <p>Strategy's Expected Result/Impact: Our parents/families will learn new strategies or skills that will enhance their family life at home, which will result in improved students' academic and social-emotional success.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, CIS Site Coordinator</p> <p>Title I: 2.51, 2.52, 2.53</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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily Little	Reading Interventionist	REACH	100%
Maria Williams	Instructional Coach	District C&I Dept.	100%
Sebrina Stiggers	Reading Interventionist	REACH	100%

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Steven Traw	Principal
Administrator	Xandria Johnson	Asst. Prin./Ad Hoc Member
Administrator	Christie Weaver	Asst. Prin./Ad Hoc Member
Paraprofessional	Janna Little	Principal's Secretary
Business Representative	Jake Cherry	Business Rep/Legend Bank
Community Representative	Jeffrey Stachmus	Community Rep
Parent	Shephard Jessica	Parent
Parent	Tania Rivera	Parent/PTA President
District-level Professional	Kathy Bickerstaff	Director of Sherman Education Foundation
Non-classroom Professional	Jaime Thomasco	Campus Tech Specialist
Classroom Teacher	Amanda Greer	SpEd Teacher
Classroom Teacher	Jodi Thompson	Specials Teacher
Classroom Teacher	Deana Miller	Teacher
Classroom Teacher	Adrienne Percell	Teacher
Classroom Teacher	Jeff May	SpEd Teacher
Classroom Teacher	Miriam Vasquez	Teacher
Classroom Teacher	Destanie Salazar	Teacher
Classroom Paraprofessional	Chessica Burton	SpEd Teacher Assistant