

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

Accountability Rating: C



Mission Statement

Crutchfield Elementary Mission Statement:

All staff and students have a growth mindset that results in at least one year of academic growth.

- **All staff will intervene quickly and strategically to foster one year's academic growth in every student.**
- **Using multiple sources of data, we will measure student success by the individual growth each student achieves from his or her starting point until the end of the school year.**
- **Every Crutchfield teacher and staff member will adopt a growth mindset and stay committed to teaching and modeling our PBIS expectations to support the development of a growth mindset in all students.**
- **All Crutchfield staff, regardless of assignment, will contribute to educating the whole child - academically, emotionally and socially.**



Vision

Inspiring Continuous Growth



Value Statement

A Growth Mindset

Maintaining a positive outlook through mistakes & successes, being resilient, and inspiring others in the pursuit of continuous learning and growth.



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Comprehensive Needs Assessment

Demographics

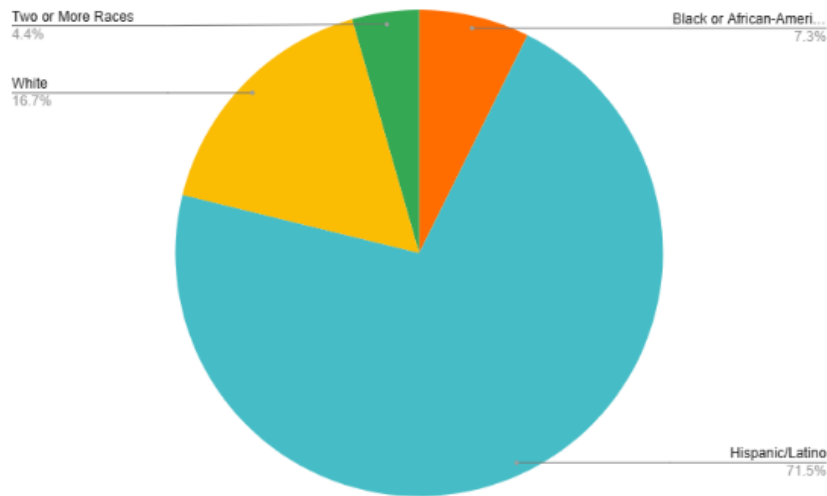
Demographics Summary

Mary Crutchfield Elementary is a Title I campus in Sherman ISD serving a diverse population of approximately 590 Kindergarten through 5th grade students. Crutchfield is a bilingual campus with approximately 250 students participating in a 90-10, late-exit bilingual model, in addition to students receiving English as a Second Language services in monolingual classrooms. We are also home to the Regional Day School Program for the Deaf and provide services in self-contained life skills classes. Identified students receive services tailored to their educational needs including resource, inclusion, gifted and talented, and English as a Second Language. The average ratio for general education classes in kindergarten through 5th grade is 16:1, supporting smaller class sizes than the state average.

Crutchfield Elementary opened a new, larger campus for the 2025–2026 school year. With this transition, Sherman ISD expanded the attendance zone for Crutchfield, increasing our enrollment in both monolingual and bilingual classes resulting in a 40% increase in student enrollment compared to the 2024–2025 school year.

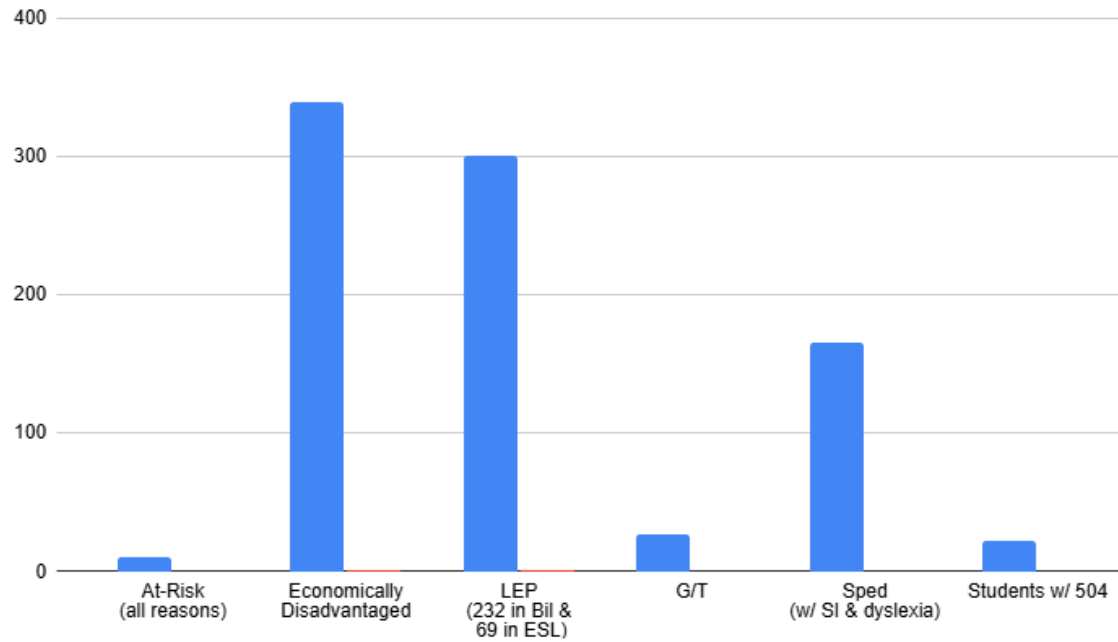
Student enrollment by race/ethnicity:

- African-American: 7.3%
- Hispanic: 71.1%
- White: 16.7%
- Two or more races & Other: 5%



Student groups at Crutchfield include:

- At-Risk (all reasons): 2%
- Economically Disadvantaged: 58%
- Limited English Proficiency: 51%
- Special Education: 28%
- Students with 504s: 4%
- Gifted & Talented: 4%



Achievement on STAAR by subgroups:

Results from the 2025 STAAR indicate that Hispanic and White students demonstrated the strongest performance in both Mathematics Reading Language Arts. Students identified as Emerging Bilingual performed at levels similar to overall campus averages in both content areas, though still slightly below overall expectations. Students receiving special education services, who represent 28% of the campus population, experienced the greatest challenges, with only 32% achieving Approaches on STAAR Math and 28% achieving Approaches on STAAR RLA.

	STAAR Math 2025		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Crutchfield Elementary School	61%	32%	13%
Economic Disadvantage	60%	30	10%
Hispanic	63%	31%	13%
White	56%	44%	16%
Currently Emergent Bilingual	59%	27%	11%
Special Ed Indicator	32%	14%	0%

	STAAR RLA 2025		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Crutchfield Elementary School	63%	39%	16%
Economic Disadvantage	63%	38%	14%
Hispanic	63%	36%	17%
White	63%	47%	19%
Currently Emergent Bilingual	59%	29%	13%
Special Ed Indicator	28%	13%	1%

The demographic composition of Crutchfield reflects a richly diverse learning community with a significant bilingual and special education population. The recent enrollment growth has created opportunities to expand programs and resources, but also requires careful attention to equitable instructional practices and support structures. Performance data highlight the need for continued focus on targeted interventions, inclusive practices, and progress monitoring to ensure that all student groups, particularly those receiving special services, achieve at higher levels of success.

Demographics Strengths

Mary Crutchfield Elementary benefits from a diverse student population that fosters cultural awareness, empathy, and collaboration among students. Crutchfield serves 42% Emerging Bilingual students in a 90–10, late-exit program alongside ESL services. The campus also provides comprehensive services for a wide range of learners, including the Regional Day School Program for the Deaf, self-contained Life Skills classes, and both resource/inclusion supports and Gifted & Talented classes. Another significant strength is the **16:1 student-teacher ratio** in general education, which supports strong relationships, individualized attention, and effective differentiation. Finally, the move to a new, larger facility for the 2025–2026 school year has expanded enrollment by 40% while also providing greater access to resources and collaborative spaces, as we continue building innovative programs and a strong school community.

Key strengths include:

- Richly diverse student population fostering cultural awareness.
- Strong bilingual program serving 42% Emerging Bilingual students.
- Comprehensive specialized services (RDSPD, Life Skills, SPED, GT, resource/inclusion).
- High capacity for inclusive instruction with 28% of students receiving special education services.
- Favorable **16:1 classroom ratio** enabling more individualized support.
- Expanded facilities and enrollment growth that strengthen programs and resources.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Rapid enrollment growth (+40% in one year) has increased student diversity and programming needs, a greater need to access targeted supports and enrichment opportunities across student groups.

Root Cause: Campus systems for data-driven intervention, progress monitoring, and professional development have not yet been fully scaled to meet the needs of a significantly larger and more diverse student body.

Problem Statement 2: Students receiving special education services are 28% of the student body at Crutchfield and had the lowest performance levels on the 2025 STAAR Math and RLA assessments.

Root Cause: Special education instruction relies heavily on modified curriculum that reduces rigor, rather than scaffolding grade-level TEKS which would provide access to Tier 1 instruction.

Student Learning

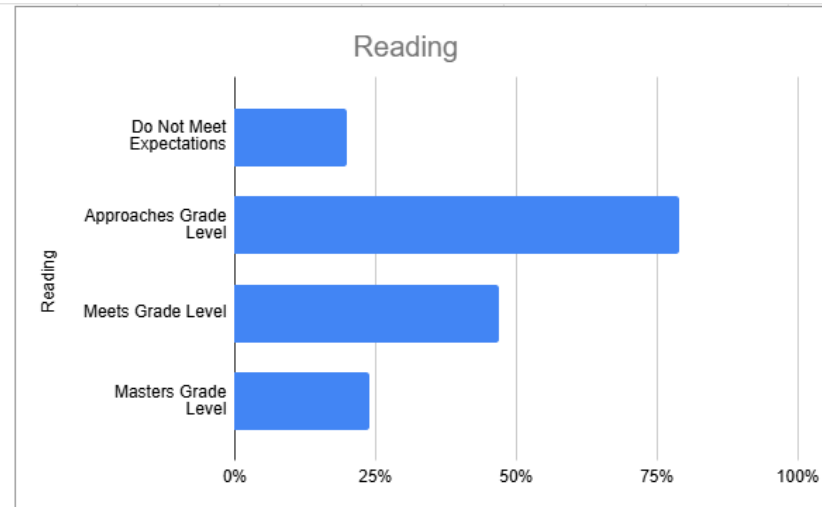
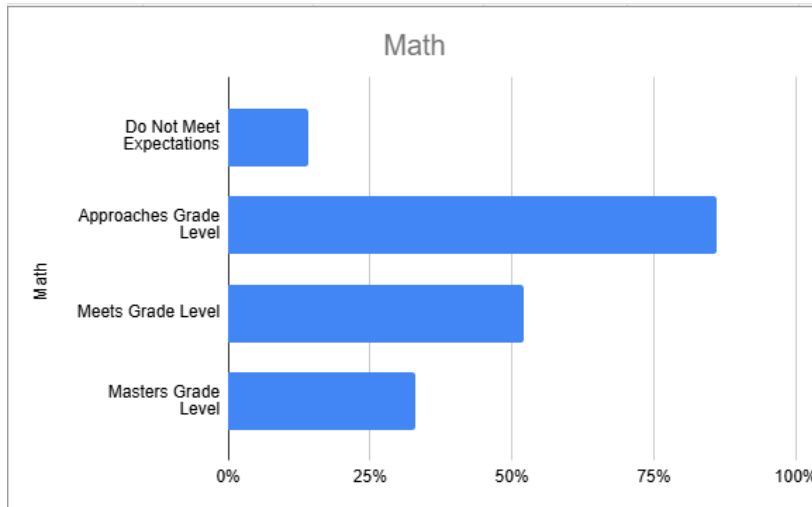
Student Learning Summary

Overall Achievement

In the spring of 2025, Crutchfield Elementary gave a total of 498 STAAR assessments in reading, math and science to 3rd-5th graders. Of those 498 tests, 59% students performed at the Approaches Grade Level, 33% students Met Grade Level, and 13% students Mastered Grade Level.

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	217	217	64	-	498	
Approaches GL or Above	136	132	25	-	293	59%
Meets GL or Above	85	69	9	-	163	33%
Masters GL	35	28	4	-	67	13%

According to iReady, 52% of students are meeting grade level expectations in math and 47% are meeting grade level expectations in reading.



Math Achievement

On the 2025 Math STAAR, 61% of students performed at the Approaches Grade Level, 32% performed at Meets Grade Level, and 13% achieved Masters Grade Level. Students in the 4th grade achieved at the highest levels in math with 71% reaching Approaches and 17% reaching the Masters level. In 3rd-5th grade, students in the 5th grade had the lowest achievement levels with 53% at Approaches, 23% at Meets and 11% at Masters.

Math STAAR			
	Approaches Grade Level	Meets Grade Level	Masters Grade Level
3rd	58%	24%	14%
4th	71%	48%	17%
5th	53%	23%	11%
Campus Math Totals	61%	32%	13%

iReady Math indicates that 52% of Crutchfield students are meeting grade level expectations for math grade level with the strongest achievement results in kindergarten with 90% of students meeting grade level expectations and in 4th grade with 65% of students meeting grade level expectations. Grade levels with the lowest performance were 2nd grade with 31% of students meeting grade level expectations as well as 3rd and 5th grade with each having 42% of students meeting grade level expectations. The decline in achievement levels between 2nd, 3rd and 5th grades suggests a gap in vertical alignment and sustained rigor.

Math	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Kinder	100%	90%	74%
1st	97%	47%	27%
2nd	85%	31%	18%
3rd	80%	42%	24%
4th	89%	65%	44%
5th	70%	42%	20%
Campus	86%	52%	33%

Reading Achievement

On the 2024 RLA STAAR, 63% of students performed at the Approaches Grade Level, 39% performed at Meets Grade Level, and 16% achieved Masters Grade Level. Students in the 4th grade achieved at the highest levels in reading and language arts with 71% reaching Approaches, 42% reaching the Meets level, and 22% attaining the Masters performance level. Students in the 5th grade had the lowest performance with 55% at Approaches, 33% at Meets, and 15% at Masters.

RLA STAAR			
	Approaches Grade Level	Meets Grade Level	Masters Grade Level
3rd	68%	41%	14%
4th	71%	42%	22%
5th	55%	33%	15%
Campus RLA Totals	63%	39%	16%

iReady Reading indicates that 47% of Crutchfield students are performing on or above grade level with the strongest achievement results in kindergarten with 68% of students meeting grade level expectations and in 3rd grade with 55% of students meeting grade level expectations. Grade levels with the lowest performance were 2nd grade with 32% of students meeting grade level expectations and 5th grade with 36% of students meeting grade level expectations. Targeted interventions in transitional grades will better support students as they encounter more rigorous and complex texts and writing tasks as well as increasing literacy stamina.

Reading	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Kinder	100%	68%	48%
1st	99%	43%	27%
2nd	79%	32%	11%
3rd	75%	55%	22%
4th	76%	41%	22%
5th	53%	36%	19%
Campus	79%	47%	24%

Science Achievement

On the 2025 Science STAAR, 38% of students performed at the Approaches Grade Level, 12% performed at Meets Grade Level, and 6% achieved Masters Grade Level. Strengthening vertical alignment and Tier 1 science instruction at all grade levels should include integration of hands-on engagement with science content and an increased focus on science vocabulary.

Science STAAR			
	Approaches Grade Level	Meets Grade Level	Masters Grade Level
5th	38%	12%	6%

Academic Growth as Measured by STAAR

Results on the 2025 STAAR indicate that 59% of 4th and 5th grade students made Expected or Accelerated growth on the STAAR Math, and 62% of 4th and 5th grade students made Expected or Accelerated growth STAAR Reading with the greatest growth in both 4th grade math and reading language arts. Overall, 60% of 4th and 5th graders made Expected or Accelerated Growth on their STAAR assessments based on their scores the previous year.

4th Math	Accelerated	22%	78%
	Expected	56%	
4th Reading	Accelerated	23%	72%
	Expected	49%	
5th Math	Accelerated	3%	40%
	Expected	37%	
5th Reading	Accelerated	11%	53%
	Expected	42%	
Campus MATH	Accelerated	12%	59%
	Expected	47%	
Campus READING	Accelerated	16%	62%
	Expected	46%	
Campus TOTAL TESTS	Accelerated	14%	60%
	Expected	46%	

Overall, Crutchfield Elementary demonstrates key strengths in student learning, including strong foundational skills in kindergarten, consistent success in 4th grade across subjects, and evidence of positive growth in math and reading for many students. However, challenges remain in sustaining achievement beyond early grades, with noticeable declines in math and reading performance in 2nd, 3rd, and 5th grades. Science achievement is particularly low, indicating a need for stronger Tier 1 instruction, vertical alignment, and integration of hands-on, vocabulary-rich learning experiences. These results highlight the importance of leveraging instructional strengths, supporting transitional grade levels, and ensuring high-quality, aligned instruction across all content areas.

Student Learning Strengths

Student achievement data indicates both areas of strength and opportunities for growth at Crutchfield Elementary. On the 2025 STAAR, 59% of students performed at the Approaches level, 33% at Meets, and 13% at Masters across tested subjects. iReady results show that 52% of students are on grade level in math and 47% in reading, with kindergarten demonstrating the strongest foundations in both content areas. Fourth grade stands out for consistently higher achievement and growth. Growth measures indicate that about 60% of students in grades 4–5 made expected or accelerated progress, with the greatest gains in fourth grade math and reading. These results suggest that students are building a strong foundation in the primary grades and demonstrating growth in select areas.

Key strengths include:

- Strong foundational achievement in kindergarten with the highest percentages of students on grade level in both math and reading.
- Fourth grade performance stands out across math and reading on STAAR and iReady, as well as in growth measures.
- Overall, about 60% of 4th–5th graders made expected or accelerated growth on STAAR, showing that targeted instruction is yielding progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance in reading and math shows uneven progress across grade levels, with declines in achievement as students move from primary into upper elementary grades.

Root Cause: Vertical alignment and instructional rigor are inconsistent across grade levels, limiting students' ability to sustain early academic gains and meet the increasing complexity of grade-level standards.

Problem Statement 2: Student achievement in science is significantly below state expectations, with only 38% of students at Approaches, 12% at Meets, and 6% at Masters.

Root Cause: Inconsistent vertical alignment and limited integration of hands-on, vocabulary-rich Tier 1 science instruction reduce student readiness for the rigor of STAAR science assessments.

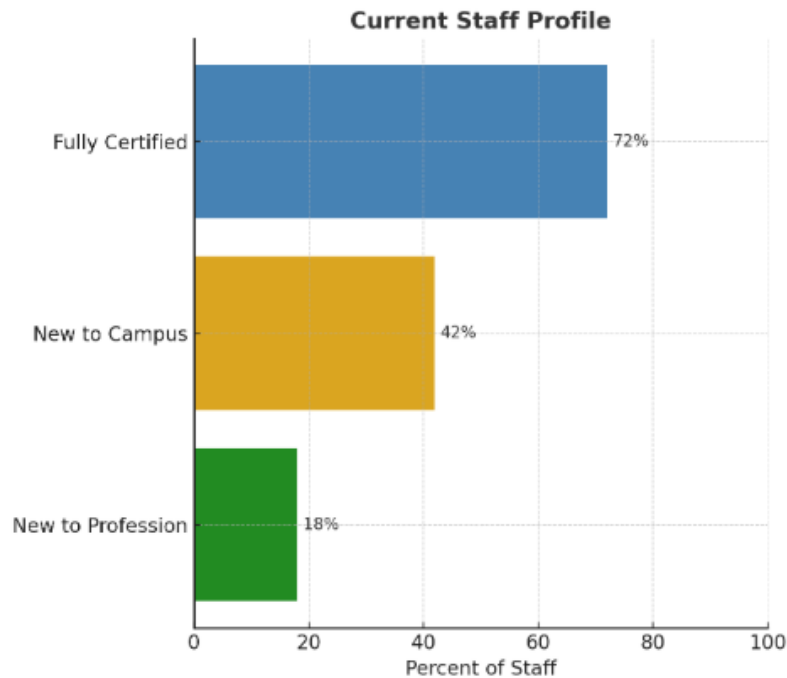
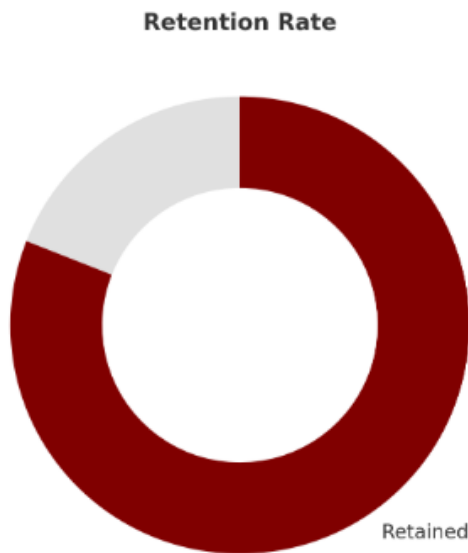
School Processes & Programs

School Processes & Programs Summary

Providing instruction for a student population with such diversity requires a faculty reflective of that diversity. Crutchfield Elementary instructional staff includes 50 kindergarten through 5th grade general and special education teachers and specialists, and 72% of these teachers hold their Texas teaching certificate. Of the 12 bilingual classrooms, 73% have obtained their Texas bilingual teaching certificate.

The instructional staff at Crutchfield also includes 14 teachers who provide specialized services to our students. One teacher serves as a reading specialist for K-5 students not being served in special education or dyslexia. Three teachers provide resource and inclusion special education services for reading, math, and social skills, four teachers provide dyslexia instruction in English and Spanish, two teachers provide specialized instruction for students who are deaf and hard of hearing, one teacher provides English as a Second Language services, and one teacher provides instruction for students who have been identified as gifted and talented.

This year we were privileged to open a new, larger building, increasing our enrollment capacity. With the district's rezoning, our campus enrollment increased by 38% from 427 students to 589 students. Our campus staff increased in proportion to this increased enrollment. We grew from 38 teachers to 50 teachers, an increase of 32% in both general and special education. Crutchfield retained 81% of the teaching staff from the previous year, and added 21 teachers that were new to Crutchfield. Of these 21 teachers, 9 teachers, 18%, are new to the teaching profession. Administrators and district instructional coaches provide ongoing, job-embedded support to these 9 first-year teachers as well as to the 14 teachers hired under the district of innovation (DOI) waiver who are actively pursuing their alternative teaching certificates. These supports are critical, as new-to-profession and alternatively certified teachers continue to build consistency in instructional delivery



In addition to a diverse and expanding staff, Crutchfield has strengthened its instructional systems to ensure consistency and alignment with state expectations. This year the campus is implementing High-Quality Instructional Materials (HQIM) in both math and reading/language arts (grades 3–5). Lesson and unit planning is grounded in internalization protocols to ensure focus on priority TEKS, and assessments are aligned to HQIM expectations and STAAR standards. Collaborative teacher teams engage in PLCs that are structured around the Four Critical Questions, using data analysis to drive instruction, intervention, and enrichment. Professional development at both district and campus levels supports HQIM implementation, continuous teacher growth, and alignment with the Effective Schools Framework. While implementation of HQIM is underway, teachers are continuing to develop expertise with new practices, and students are adjusting to the increased rigor of grade-level expectations.

Systems for progress monitoring include the use of formative assessments, district benchmarks, and campus-based data reviews to track student progress and guide instructional adjustments. Stakeholders are engaged in this continuous improvement process through leadership team planning, staff collaboration, and parent input opportunities, ensuring that campus programs remain aligned with the mission, vision, and values of Crutchfield Elementary.

Overall, Crutchfield Elementary has a strong foundation of experienced, diverse and specialized staff, established instructional systems, and aligned curriculum resources to meet the needs of our students. The adoption of HQIM in math and reading language arts, along with established collaborative PLC structures and data-driven practices, reflects our commitment to high-quality teaching and learning. At the same time, continued attention is needed to support teachers in fully internalizing new instructional practices and to help students adjust to the increased rigor of grade-level expectations. With ongoing professional learning, coaching, and stakeholder engagement, the campus is positioned to strengthen instructional consistency and ensure that all students are equipped for success.

School Processes & Programs Strengths

Crutchfield Elementary benefits from a strong and diverse instructional staff that reflects the needs of its student population. With 50 general and special education teachers, 72% holding full certification, and 73% of bilingual teachers certified in bilingual education, the campus is equipped to meet the demands of a rapidly growing enrollment. Fourteen additional specialists provide targeted services in dyslexia, ESL, gifted and talented, deaf and hard of hearing, and special education resource and inclusion, ensuring that students have equitable access to rigorous and individualized learning opportunities. Teacher retention remains strong at 81% despite significant rezoning and enrollment increases, reflecting staff commitment to the school community. Supports are in place for 9 first-year teachers and 14 alternatively certified teachers through job-embedded coaching, mentoring, and district-provided training.

The campus has also strengthened its instructional systems through the implementation of High-Quality Instructional Materials (HQIM) in math and reading/language arts for grades 3–5. Lesson and unit planning is guided by internalization protocols to ensure alignment with priority TEKS, HQIM expectations, and STAAR standards. Collaborative professional learning communities (PLCs) consistently address the Four Critical Questions, with teachers using student data to drive instruction, intervention, and enrichment. Professional development at both the district and campus levels supports teacher growth and HQIM implementation, while established systems for progress monitoring—such as formative assessments, district benchmarks, and campus data reviews—ensure that instruction remains responsive to student needs. Stakeholder engagement through leadership teams, teacher collaboration, and parent input further strengthens continuous improvement efforts and alignment with the campus mission and vision.

Key Strengths

- Experienced, diverse and specialized staff with high levels of certification to serve varied student needs.
- Strong staff retention (81%) despite enrollment growth of 38% and staffing growth of 32%.
- Job-embedded coaching and mentoring systems supporting new and alternatively certified teachers.
- Implementation of High-Quality Instructional Materials in math and RLA, aligned to TEKS and STAAR.
- Lesson and unit planning grounded in internalization protocols and data-driven practices.
- Teacher collaboration through PLCs addressing the Four Critical Questions.
- Comprehensive systems for progress monitoring to guide instruction and intervention.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers and students are experiencing challenges in implementing new High-Quality Instructional Materials (HQIM), particularly in adapting to the increased rigor of grade-level standards.

Root Cause: The shift to HQIM has raised expectations for both instruction and student performance. Teachers are still developing proficiency with new instructional practices and internalization protocols, while students are adjusting to the more demanding academic requirements aligned to TEKS and STAAR.

Problem Statement 2: New-to-profession and alternatively certified teachers may struggle with consistency in instructional delivery.

Root Cause: While job-embedded coaching is provided, systems for long-term induction and ongoing development are still developing.

Perceptions

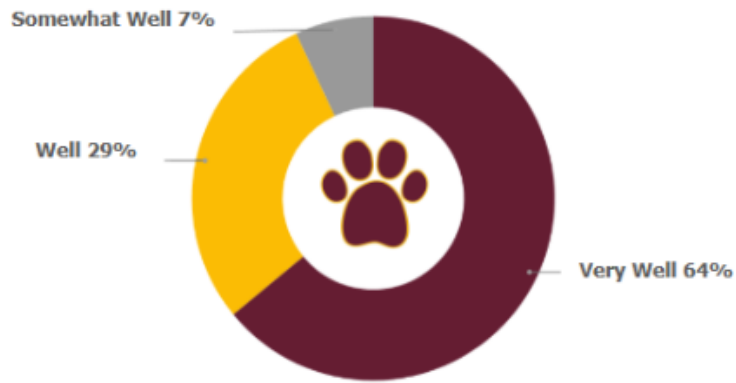
Perceptions Summary

Student & Family Perceptions

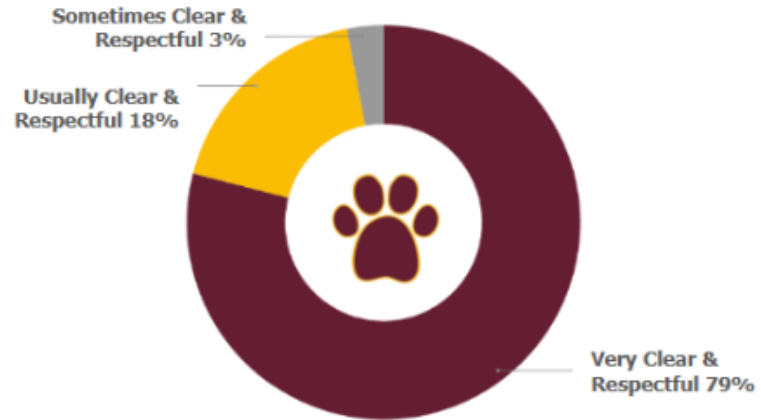
Crutchfield Elementary continues to strengthen connections with families, as reflected in results from the Spring 2025 Family Survey. Parents shared that school communication was a clear strength, with 97% of respondents describing it as clear and respectful. Families also indicated that staff are consistently helpful and responsive, with 97% reporting that their questions and concerns were always addressed. Parents pointed to the use of Class Dojo, email, phone calls, and bilingual communication as effective strategies that kept them informed and engaged. While communication and responsiveness were identified as strengths, families also suggested streamlining school procedures such as check-in and expanding family-centered events to build even stronger connections.

The survey also highlighted the positive experiences of students as reported by their families. Nearly seven in ten families, 64%, said their child always felt welcomed, safe, and included at school, and almost all other respondents said this was true most of the time. When asked about how well the school supported their child's academic, social, and emotional needs, more than 90% of responding families said their students were well or very well supported by school staff. Parents noted that organized routines, engaging classroom activities, and strong relationships with teachers contributed to their children's success. Families also expressed interest in seeing more opportunities for participation through cultural events, seasonal celebrations, and volunteer roles. Overall, the survey results suggest that Crutchfield Elementary is viewed as safe, welcoming, and supportive, with opportunities to deepen engagement and broaden family involvement.

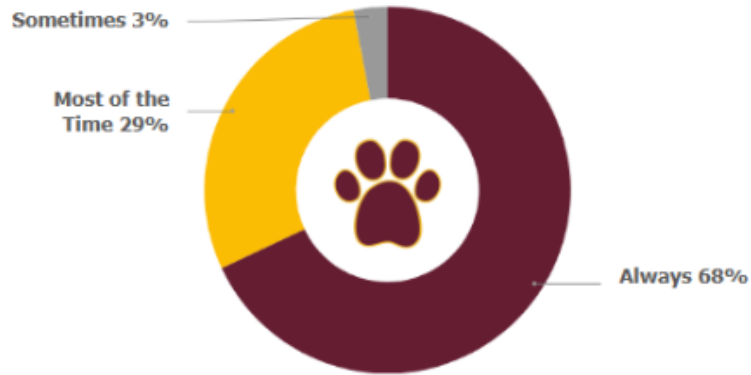
Campus Support for Student Learning & Well-Being



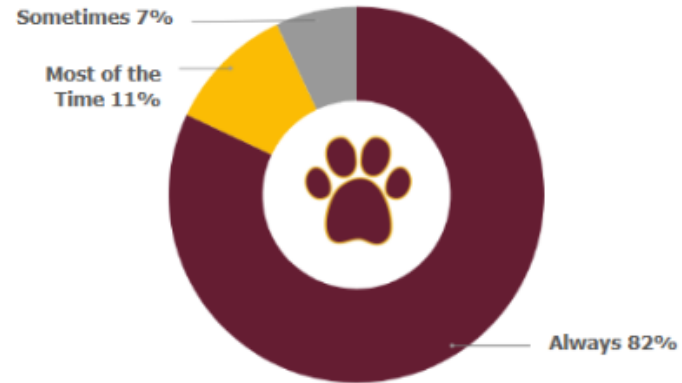
Clarity and Respect of Communication



Welcoming, Safe & Inclusive Environment



Helpful and Responsive Staff



engage families as partners. Several staff members, particularly those newer to the profession or serving as paraprofessionals, expressed a need for more guidance in interpreting assessment data and applying instructional strategies effectively. In addition, some feedback suggested that while resources and supplies were available, staff did not always access them efficiently, highlighting the need to ensure clarity and consistency in how systems are communicated and used. Together, these reflections suggest opportunities to refine structures, strengthen professional learning, and reinforce consistent expectations so that staff feel fully supported in their work with students.

On the whole, the family and staff surveys illustrate that Crutchfield Elementary is a school community defined by strong relationships, open communication, and a shared commitment to student success. Families affirm that the campus is safe, welcoming, and supportive, while staff highlight collaboration, growth, and pride in student achievement. At the same time, both groups point to opportunities for continued improvement through consistent systems, targeted professional learning, and expanded opportunities for engagement. These insights provide valuable direction as the campus seeks to build on its strengths and address barriers that can be influenced through intentional planning and collective effort.

Perceptions Strengths

Crutchfield Elementary families expressed confidence in the school's ability to provide a safe, welcoming, and supportive environment for their children. Parents affirmed the clear and respectful communication, consistent responsiveness from staff, and strong relationships between students and teachers. Families also noted the value of bilingual outreach and multiple communication tools that helped them stay informed and connected to the campus.

Staff members echoed these positive perceptions, highlighting student growth, collaborative teamwork, and the pride they felt in both academic and personal milestones. Teachers and support staff described a culture of professionalism, collegial trust, and shared responsibility for student success. They also emphasized the impact of strategies such as relationship-building, movement and engagement practices, targeted interventions, and responsiveness to administrative feedback in supporting student learning.

Key Strengths:

- Families report clear, respectful, and responsive communication with the school as well as describing the campus as safe, welcoming, and supportive of student needs.
- Strong teacher-student relationships and organized routines contribute to student success.
- Bilingual communication and multiple platforms for communication ensure accessibility for all families.
- Staff express pride in student growth and celebrate both academic and personal milestones.
- Grade-level and departmental teams emphasize collaboration, trust, and positive relationships.
- Teachers highlight effective instructional practices such as relationship-building, engagement strategies, and targeted interventions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student behavior and low motivation sometimes detract from Tier 1 instruction, impacting classroom learning for all students.

Root Cause: Inconsistent implementation of schoolwide expectations and limited strategies for re-engaging students who demonstrate off-task or unmotivated behaviors.

Problem Statement 2: Opportunities for families to engage in their child's academic experience are not yet fully developed or consistently embedded in campus systems.

Root Cause: The campus has not established a comprehensive framework for family involvement that intentionally connects parents to academic learning and student progress in meaningful, accessible ways.

Priority Problem Statements

Problem Statement 1: Student performance in reading and math shows uneven progress across grade levels, with declines in achievement as students move from primary into upper elementary grades.

Root Cause 1: Vertical alignment and instructional rigor are inconsistent across grade levels, limiting students' ability to sustain early academic gains and meet the increasing complexity of grade-level standards.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Rapid enrollment growth (+40% in one year) has increased student diversity and programming needs, a greater need to access targeted supports and enrichment opportunities across student groups.

Root Cause 2: Campus systems for data-driven intervention, progress monitoring, and professional development have not yet been fully scaled to meet the needs of a significantly larger and more diverse student body.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers and students are experiencing challenges in implementing new High-Quality Instructional Materials (HQIM), particularly in adapting to the increased rigor of grade-level standards.

Root Cause 3: The shift to HQIM has raised expectations for both instruction and student performance. Teachers are still developing proficiency with new instructional practices and internalization protocols, while students are adjusting to the more demanding academic requirements aligned to TEKS and STAAR.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student behavior and low motivation sometimes detract from Tier 1 instruction, impacting classroom learning for all students.

Root Cause 4: Inconsistent implementation of schoolwide expectations and limited strategies for re-engaging students who demonstrate off-task or unmotivated behaviors.

Problem Statement 4 Areas: Perceptions

Goals





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

Performance Objective 1: By May 2026, 100% of new-to-profession and alternatively certified teachers will demonstrate growth on Domain 2 and 3 walkthrough documents, observation and feedback cycles, participation in campus and district professional development, and mentoring and coaching cycles, with at least 80% retention.

- Evaluation Data Sources:** * Walkthrough Data
 * Coaching Cycles
 * Mentoring Documents

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and campus leaders use frameworks (district content and intervention frameworks, 5E Model, Science of Reading) that reflect research-based instructional strategies and are aligned to campus instructional materials.</p> <p>Strategy's Expected Result/Impact: * Consistent implementation of content-specific instructional strategies * Stronger alignment to grade-level rigor of the TEKS</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Mentors</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Observation/feedback cycles include a clear, high-leverage action step that is responsive to each teacher's current level of proficiency.</p> <p>Strategy's Expected Result/Impact: * Actionable feedback that builds teacher capacity</p> <ul style="list-style-type: none"> * Improved instructional practice * Increased retention of teachers * Improved student outcomes <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Mentors</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> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Dec	Mar	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: Teachers and students are experiencing challenges in implementing new High-Quality Instructional Materials (HQIM), particularly in adapting to the increased rigor of grade-level standards. Root Cause: The shift to HQIM has raised expectations for both instruction and student performance. Teachers are still developing proficiency with new instructional practices and internalization protocols, while students are adjusting to the more demanding academic requirements aligned to TEKS and STAAR.</p>

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

Performance Objective 1: By May 2026, all grade-level and content PLC teams will demonstrate growth on the campus PLC Rubric, with at least 80% progressing from Level 1 (Learning) and Level 2 (Literal) to Level 3 (Refinement) or Level 4 (Internalized).

Evaluation Data Sources: * Team PLC Rubrics collected at BOY, MOY, and EOY
 * Domain 1 Walkthrough Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the the concept , and create plans to respond.</p> <p>Strategy's Expected Result/Impact: * Structured collaboration that strengthens the PLC team as well as individual teachers * More accurate student data analysis driving targeted support * Improved student outcomes</p> <p>Staff Responsible for Monitoring: PLC Team Leads Administrators</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - 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 1: By May 2026, 100% of teachers in grades 3-5 will demonstrate proficiency in planning and delivering lessons aligned to High-Quality Instructional Materials (HQIM), as evidenced by observation/feedback cycles and PLC internalization and data analysis protocols, resulting in a 10% increase in the percentage of students meeting grade-level expectations on STAAR Reading and Math.





High Priority

Evaluation Data Sources: * PLC Agendas, including internalization and data analysis documents

* Walkthrough data

* assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers understand the lesson tasks, any related texts and standards and create or internalize the exemplar: Unpack the standard into knowledge and skills, create or internalize the teacher exemplar to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery.</p> <p>Strategy's Expected Result/Impact: * Strong alignment of lessons with the TEKS and STAAR * Increased instructional rigor ensuring that tasks and questions are aligned with grade level expectations. * Improved student outcomes on district and state assessments</p> <p>Staff Responsible for Monitoring: Administrators Lead Teachers</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, 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> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Teachers and students are experiencing challenges in implementing new High-Quality Instructional Materials (HQIM), particularly in adapting to the increased rigor of grade-level standards. **Root Cause:** The shift to HQIM has raised expectations for both instruction and student performance. Teachers are still developing proficiency with new instructional practices and internalization protocols, while students are adjusting to the more demanding academic requirements aligned to TEKS and STAAR.

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


Performance Objective 1: The percentage of K-2 students who are performing at or above grade level as indicated by iReady Reading will increase from 47% to 60%.

High Priority

HB3 Goal

Evaluation Data Sources: * Formative Assessment Data

* iReady Diagnostic Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use internalization protocols to prepare and deliver lessons that include explicit and systematic practice with foundational literacy skills, practice with grade-level complex texts and text-based responses, and intentional opportunities for building knowledge and vocabulary, while monitoring student progress toward mastery of learning objectives.</p> <p>Strategy's Expected Result/Impact: * Improved student achievement in foundational literacy skills</p> <ul style="list-style-type: none"> * Increased reading fluency * Improved comprehension of grade-level texts <p>Staff Responsible for Monitoring: Lead Teachers Administrators</p> <p>Title I: 2.51, 2.52</p> <ul style="list-style-type: none"> - 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>Problem Statements: Student Learning 1</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Student performance in reading and math shows uneven progress across grade levels, with declines in achievement as students move from primary into upper elementary grades. **Root Cause:** Vertical alignment and instructional rigor are inconsistent across grade levels, limiting students' ability to sustain early academic gains and meet the increasing complexity of grade-level standards.


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

Performance Objective 2: The percentage of K-2 students who are performing at or above grade level as indicated by iReady Math will increase from 55% to 65%.

High Priority

Evaluation Data Sources: * Formative Assessment Data
* iReady Diagnostic Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use internalization protocols to prepare and deliver math lessons that balance conceptual understanding, procedural skills, and fluency, ensure time and effort are focused on the most important TEKS, and connect concepts across units and grade levels. Instruction will provide students with opportunities for productive struggle, while teachers monitor progress toward mastery of mathematical learning objectives.</p> <p>Strategy's Expected Result/Impact: * Improved student proficiency in number sense and foundational numeracy skills * Increased procedural fluency * Improved problem solving skills</p> <p>Staff Responsible for Monitoring: Lead Teachers Administrators</p> <p>Title I: 2.51, 2.52 - 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 4: Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Performance Objective 3: The percentage of 3rd grade students that Meet grade level or above on STAAR Reading aligned interim assessments will increase from 41% to 51%.


High Priority

HB3 Goal

Evaluation Data Sources: * District assessments and benchmarks

* STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will identify the highest leverage gaps by determining key conceptual and procedural differences between student work and the exemplar, and naming the specific student errors or misunderstandings to yield the greatest increase in mastery.</p> <p>Strategy's Expected Result/Impact: * Deeper comprehension of complex texts * Clearer, more accurate written responses grounded in text evidence</p> <p>Staff Responsible for Monitoring: 3rd Grade Lead Teacher Administrators</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
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Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Rapid enrollment growth (+40% in one year) has increased student diversity and programming needs, a greater need to access targeted supports and enrichment opportunities across student groups. Root Cause: Campus systems for data-driven intervention, progress monitoring, and professional development have not yet been fully scaled to meet the needs of a significantly larger and more diverse student body.</p>





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

Performance Objective 4: The percentage of 3rd grade students that Meet grade level or above on STAAR Math aligned interim assessments will increase from from 24% to 40%.

High Priority

Evaluation Data Sources: * District assessments and benchmarks
* STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use internalization protocols to prepare and deliver math lessons that balance conceptual understanding, procedural skills, and fluency to provide students with opportunities for productive struggle, while teachers monitor progress toward mastery of mathematical learning objectives.</p> <p>Strategy's Expected Result/Impact: * Strengthen students' understanding of concepts, procedural fluency and problem solving skills * Increase student performance on district and state assessments</p> <p>Staff Responsible for Monitoring: 3rd Grade Lead Teacher Administrators</p> <p>Title I: 2.51, 2.52 - 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> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
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Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Student performance in reading and math shows uneven progress across grade levels, with declines in achievement as students move from primary into upper elementary grades. Root Cause: Vertical alignment and instructional rigor are inconsistent across grade levels, limiting students' ability to sustain early academic gains and meet the increasing complexity of grade-level standards.</p>


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

Performance Objective 5: The percentage of 4th and 5th grade students who meet or exceed their RLA STAAR Progress Measure on STAAR aligned interim assessments will increase from 62% to 72% by the end of the 2026 school year.

High Priority

Evaluation Data Sources: * District assessments and benchmarks
* STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders and collaborative teacher teams will meet after each relevant assessment period to disaggregate and review student data in order to make data-informed decisions about instruction and targeted support.</p> <p>Strategy's Expected Result/Impact: * Targeted intervention plans reflect assessment data and student performance needs * Students show accelerated growth on STAAR-aligned district assessments and STAAR</p> <p>Staff Responsible for Monitoring: 4th & 5th Grade Lead Teachers Administrators</p> <p>Title I: 2.51, 2.52 - 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> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Dec	Mar	May	June



Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: Student performance in reading and math shows uneven progress across grade levels, with declines in achievement as students move from primary into upper elementary grades. Root Cause: Vertical alignment and instructional rigor are inconsistent across grade levels, limiting students' ability to sustain early academic gains and meet the increasing complexity of grade-level standards.</p>





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

Performance Objective 6: The percentage of 4th and 5th grade students who meet or exceed their Math STAAR Progress Measure on STAAR aligned interim assessments will increase from 59% to 70% by the end of the 2026 school year.

High Priority

Evaluation Data Sources: * District assessments and benchmarks
* STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery.</p> <p>Strategy's Expected Result/Impact: * Strengthen collaboration processes in analyzing student performance data and developing targeted intervention plans that address misconceptions and deepen mathematical reasoning. * Students show accelerated growth on STAAR-aligned district assessments and STAAR</p> <p>Staff Responsible for Monitoring: 4th & 5th Grade Lead Teachers Administrators</p> <p>Title I: 2.51, 2.52 - 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> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
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Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: Student performance in reading and math shows uneven progress across grade levels, with declines in achievement as students move from primary into upper elementary grades. Root Cause: Vertical alignment and instructional rigor are inconsistent across grade levels, limiting students' ability to sustain early academic gains and meet the increasing complexity of grade-level standards.</p>

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





Performance Objective 7: The percentage of students receiving special services who achieve Approaches Grade Level or higher in reading language arts will increase from 31% to 41% on the 2026 STAAR RLA assessment.

High Priority

HB3 Goal

Evaluation Data Sources: * District assessments and benchmarks

* STAAR Results


Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers use proactive instructional approaches to provide multiple ways for students with diverse learning needs to access content, demonstrate understanding, and engage in rigorous tasks.</p> <p>Strategy's Expected Result/Impact: * Students receiving special services will have greater access to grade-level content and demonstrate improved performance on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: PLC Leads Special Education Lead</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: 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.

Performance Objective 8: The percentage of students receiving special services who achieve Approaches Grade Level or higher in math will increase from 33% to 43% on the 2026 STAAR Math assessment.

Evaluation Data Sources: * District assessments and benchmarks
* STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery.</p> <p>Strategy's Expected Result/Impact: Students receiving special services will experience more targeted, responsive instruction addressing their specific misconceptions in math and demonstrate improved performance on formative and summative assessments</p> <p>Staff Responsible for Monitoring: PLC Leads Special Education Lead</p> <p>Title I: 2.51</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 5: Sherman ISD will engage all stakeholder groups to enhance educational experiences for students.





Performance Objective 1: Crutchfield Elementary will improve consistency of schoolwide expectations and routines to decrease office discipline referrals by 10% and increase positive behavior acknowledgements by 15% by May 2026.

High Priority

Evaluation Data Sources: * Office Discipline Referral Data
 * Positive Behavior Supports & Acknowledgement

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and consistently reinforce clear schoolwide behavioral expectations and routines by providing staff training, modeling for students, and communicating expectations with families.</p> <p>Strategy's Expected Result/Impact: * Staff and students use consistent routines across settings. * Families understand and support schoolwide expectations. * Referrals decrease and positive acknowledgements increase.</p> <p>Staff Responsible for Monitoring: * Administrators * Lead Teachers</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Create and implement family engagement routines that connect parents to schoolwide expectations and student learning through events, communication tools, and volunteer opportunities.</p> <p>Strategy's Expected Result/Impact: * Improved partnership between parents and teachers to positively impact student learning * Stronger home-school connections that reinforce consistent routines and positive student behavior</p> <p>Staff Responsible for Monitoring: Lead Teachers Administrators</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	May	June

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Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Student behavior and low motivation sometimes detract from Tier 1 instruction, impacting classroom learning for all students. Root Cause: Inconsistent implementation of schoolwide expectations and limited strategies for re-engaging students who demonstrate off-task or unmotivated behaviors.</p>

Site Based Decision Making Committee

Committee Role	Name	Position
Community Member	Martha Tapia	Community Member & Parent
Paraprofessional	Cynthia Ortiz	Secretary
CLT Representative	Delana Hutson	Teacher
CLT Representative	Sarah Woods	Teacher
CLT Representative	Amber Whatley	Teacher
CLT Representative	Tonia Burr	Teacher
CLT Representative	Blanca Serrano	Teacher
CLT Representative	Kassidy Outland	Teacher
CLT Representative	Amy Gardner	Teacher
CLT Representative	Eileen Wright	Teacher
CLT Representative	Julie Brown	Teacher
CLT Representative	Wilson Kallie	Counselor
CLT Representative	Brenda Brinkman	Assistant Principal
Administrator	Katie Flippin	Assistant Principal
Administrator	Rebecca McCright	Principal
CLT Representative	Ashley Weir	Digital Learning Specialist
CLT Representative	Valery Medford	Instructional Leadership