# Sherman Independent School District

# Parker Elementary

# 2025-2026 Campus Improvement Plan



# Mission Statement

Parker Elementary, in partnership with families and the community, equips respectful, responsible, and confident learners to discover their full potential and positively impact the world.

# Vision

Empowering every student to lead with heart, strength, and purpose.

# Value Statement

Parker Wranglers lead with honor, grit, and hearts that won't quit.

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# Comprehensive Needs Assessment

**Revised/Approved: September 26, 2025**

## Demographics

### Demographics Summary

Parker Elementary School, a Title I campus, opened in 2025 to serve families in a growing area of Sherman ISD. Home to 425 students in kindergarten through fifth grade, Parker is proud to build strong traditions and provide a foundation where every child can thrive.

### Demographics Strengths

Parker Elementary embraces a diverse student population that reflects the growing community we serve. This diversity provides rich opportunities for cultural awareness, inclusivity, and learning from multiple perspectives.

| Student Group | Percentage / Count |
|---|---|
| African American | 11% |
| American Indian | 2% |
| Asian | 3.5% |
| Hispanic | 22.25% |
| White | 52% |
| Two or More Races | 9% |
| Male | 225 students |
| Female | 200 students |
| Gifted & Talented (GT) | 0.5% |
| Limited English Proficient (LEP) | 0.6% |
| Special Education (SPED) | 29% |
| Economic Disadvantaged (ED) | 53% |

With a balanced gender distribution and representation across multiple racial and ethnic groups, Parker benefits from a wide range of student perspectives and experiences. The large percentage of students served through special education has strengthened our capacity for individualized support, while our identified GT and LEP populations allow for personalized

enrichment and language supports that enhance instructional practices campus-wide. Parker's demographic profile highlights our commitment to inclusive practices, strong support systems, and opportunities for every child to thrive.

**Educational Environment:**

- Class Sizes: Classes average between 16 to 22 students, ensuring personalized attention and support. Teacher Experience: Our dedicated teaching staff brings an average of 12 years of teaching experience to the classroom.
- Teacher Certifications: 80% of our teachers are state certified, with an additional 46% holding an ESL supplemental certification.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** With 29% of Parker Elementary students require special education services, creating challenges in providing consistent, differentiated instruction that meets the needs of all learners. In addition, underrepresentation in GT and LEP programs may prevent some students from accessing appropriate enrichment and language supports.
**Root Cause:** The high percentage of students served in special education may be connected to limited early intervention opportunities, inconsistent instructional practices in foundational skills, and challenges in effectively differentiating instruction for diverse learners. Additionally, low identification rates in GT and LEP populations may stem from underdeveloped screening and referral processes.

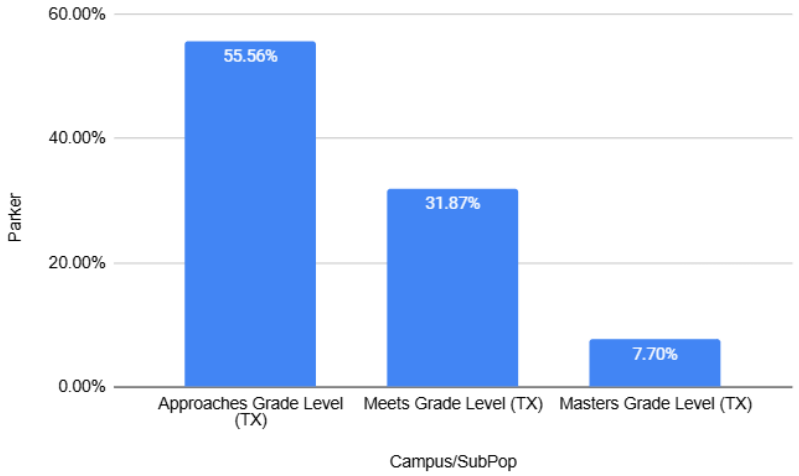
# Student Learning

### Student Learning Summary

### STAAR Data

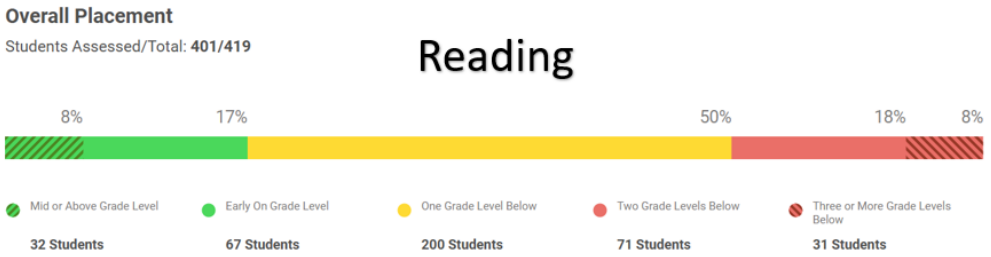
STAAR performance data for Parker Elementary shows that a majority of students (55.56%) performed at the *Approaches Grade Level* standard. About one-third of students (31.87%) reached the *Meets Grade Level* standard, while only 7.70% achieved the *Masters Grade Level* standard.

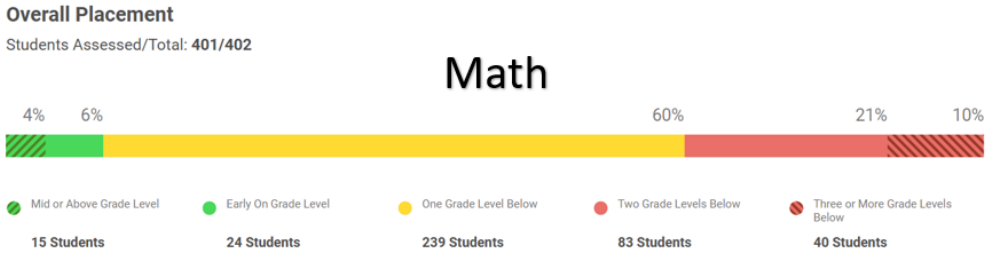
These results indicate that while many students are demonstrating basic understanding of grade-level content, fewer are reaching higher levels of mastery. The data highlights the need for targeted instructional strategies to move more students from Approaches to Meets, and from Meets to Masters, in order to strengthen overall academic achievement and ensure readiness for future grade-level expectations.




### i-Ready Data

i-Ready Beginning of Year (BOY) data indicates that the majority of students at Parker Elementary are performing below grade level in both Reading and Math.




- **Reading:** Of the 401 students assessed, only 25% are at or early on grade level (8% mid/above grade level and 17% early on grade level). Half of students (50%) are one grade level below, while 26% are two or more grade levels below expectations.
- **Math:** Of the 401 students assessed, just 10% are at or early on grade level (4% mid/above and 6% early on). Sixty percent of students are one grade level below, and 31% are two or more grade levels below expectations.

This data highlights significant learning gaps, particularly in math where fewer students are demonstrating on-grade-level proficiency. Both subject areas show large percentages of students performing one or more grade levels below, underscoring the need for intentional intervention, differentiation, and progress monitoring.

**Summary**

Parker Elementary's student performance data indicates that while many students demonstrate basic understanding of grade-level content, few are reaching higher levels of proficiency and mastery.

**Student Learning Strengths**

Despite overall performance gaps, Parker Elementary students demonstrate several notable strengths in their learning data. STAAR results show that more than half of students (55.56%) are performing at the *Approaches* level, indicating a strong foundation of basic skills across content areas. Nearly one-third of students (31.87%) are already meeting grade-level expectations, showing that a significant portion of students are on track with state standards.

i-Ready data also reveals strengths to build upon. In Reading, one in four students (25%) are performing at or above grade level, demonstrating early literacy and comprehension skills that can be leveraged to support struggling peers. In Math, 10% of students are already on grade level, forming a group that can serve as a model for academic growth and help set performance benchmarks for others.

These strengths highlight that Parker students have foundational knowledge and skills in place, and with intentional instruction and targeted supports, many are poised to grow from Approaches to Meets and Masters levels, particularly as strong core instruction is paired with intervention and enrichment.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Many Parker Elementary students are below grade level in Reading and Math, with most performing at Approaches and few reaching Meets or Masters on STAAR. i-Ready data confirms significant gaps, especially in Math, where the majority are one or more grade levels behind.
**Root Cause:** Learning gaps stem from limited early skill development, inconsistent differentiation in core instruction, and a lack of systematic interventions to move students beyond Approaches toward mastery.

# School Processes & Programs

### School Processes & Programs Summary

Parker Elementary is staffed with 24 general education teachers serving grades K–5, with 80% holding a Texas teaching certificate and 46% certified with an ESL supplemental endorsement. This reflects a strong instructional core supported by teachers who are prepared to meet the needs of diverse learners.

In addition to general education staff, Parker employs 10 specialized service providers. These include one reading specialist serving K–5, three teachers providing resource and inclusion services in reading, math, and social skills, and two dyslexia interventionists supporting identified students. Four teachers provide specialized instruction in self-contained settings for students with significant needs.

Together, these processes and programs reflect a comprehensive system of support designed to address the varied academic and social-emotional needs of Parker Elementary students, with emphasis on early intervention, specialized instruction, and equitable access to high-quality teaching.

### School Processes & Programs Strengths

Parker Elementary benefits from a strong instructional team of 24 general education teachers, the majority of whom hold Texas teaching certificates (80%) and nearly half with ESL supplemental certification (46%), ensuring capacity to support language learners. The campus also has robust specialized support, including a dedicated reading specialist, dyslexia interventionists, and teachers providing both inclusion and resource services. Four self-contained special education teachers further strengthen the school's ability to meet the needs of students requiring intensive support. These structures demonstrate Parker's commitment to providing equitable access to high-quality instruction and targeted interventions for all students.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Limited ESL-certified staff and high numbers of students requiring special education place heavy demands on specialized service providers, making it challenging to consistently meet all student needs.
**Root Cause:** Staffing capacity in ESL and special education has not kept pace with student needs, limiting consistent support for all learners.

# Perceptions

**Perceptions Summary**

Parker Elementary has established a strong commitment to building a positive campus culture grounded in efficient systems, academic achievement, and social-emotional development. Staff are dedicated to meeting the needs of all students and work to ensure every child achieves at least a year's worth of growth, regardless of their starting point.

The school utilizes the PBIS model, with staff trained in campus-wide practices and supported by a PBIS Team that works alongside the Campus Instructional Leadership Team to foster a positive environment. Parker also follows the Sherman ISD Student Behavior Management Process in collaboration with the district special education team to ensure staff have clear guidance and consistent support in addressing student behaviors.

Strong communication systems are in place to partner with parents, and students engage in daily morning meetings focused on character-building activities. School-wide expectations of *Be Respectful, Be Responsible, and Be Safe* align with the campus motto, *Honor, Grit, and Hearts that Won't Quit,* reinforcing shared values across the community.

The PTA plays an active role in supporting staff and students, with parent teams assigned to each grade level and a men's group contributing to campus needs. Regular PTA meetings ensure ongoing collaboration focused on student success and staff support.

Overall, Parker Elementary has had a strong start in developing a positive culture and laying the foundation for systematic practices that prioritize both student growth and community partnership.

**Perceptions Strengths**

Parker Elementary demonstrates a strong commitment to positive campus culture, academic growth, and social-emotional development. Staff are dedicated to ensuring all students achieve at least a year's worth of growth, supported by systematic practices such as PBIS and the Sherman ISD Student Behavior Management Process. The parallel work of the PBIS Team and Campus Instructional Leadership Team strengthens both culture and instruction.

Daily morning meetings promote character development aligned to school-wide expectations—Be Respectful, Be Responsible, Be Safe—and the campus motto, Honor, Grit, and Hearts that Won't Quit. Strong communication systems connect families and staff, while an active PTA, including a men's group and grade-level parent teams, provides meaningful support for student success and staff needs.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** As a new campus, Parker Elementary is still developing consistent practices to sustain positive culture, fully implement PBIS, and expand parent involvement to reach all families.
**Root Cause:** Being a new campus, systems and partnerships are still in early stages, requiring time and consistency to fully embed PBIS practices and broaden parent engagement.

# Priority Problem Statements

# Goals

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

**Performance Objective 1:** All staff will engage in ongoing professional development emphasizing school and district-wide expectations, the use of research-based strategies, and effective implementation of high-quality instructional materials.

**Evaluation Data Sources:** Professional Development Calendar Job
Embedded Professional Development
Walkthrough Feedback
Observation/Feedback Cycles

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will collaborate in PLCs to apply and integrate new learning from campus and district professional development.<br>**Strategy's Expected Result/Impact:** build instructional consistency across grade levels, strengthen teacher capacity, and lead to improved student engagement and achievement<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Team Leads<br><br>**Title I:**<br>2.51, 2.52<br>- **TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>- **ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>- **Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** New teachers will participate in a mentoring program.<br>**Strategy's Expected Result/Impact:** enhanced teacher effectiveness, greater teacher confidence, staff retention, increased student achievement<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teacher Mentors<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Extended planning opportunities will be offered monthly to allow longer times for teacher planning and collaboration.<br>**Strategy's Expected Result/Impact:** enhanced teacher effectiveness, greater teacher confidence, increased student achievement<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 2:** Staff will receive continuous feedback and coaching to strengthen instructional practices and enhance student learning.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teams of teachers, administrators and coaches will participate in instructional rounds to observe classrooms, discuss high leverage strategies, and provide feedback to ensure consistency in instructional practices.<br>**Strategy's Expected Result/Impact:** consistency in instructional practices, increase teacher effectiveness, and ensure fidelity to district and campus expectations<br>**Staff Responsible for Monitoring:** Principal, assistant principal, instructional coaches<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Administrators will conduct regular classroom walkthroughs and provide timely, actionable feedback using the Get Better Faster framework with specific, bite-sized action steps.<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Sherman ISD will provide HQIM, RBIS, & resources to ensure progress in student achievement.

**Performance Objective 1:** All teachers will implement district-adopted, high-quality instructional materials (HQIM) with fidelity to support rigorous, standards-based instruction.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** PLCs will unpack TEKS and align daily lessons and assessments to ensure rigor and clarity in learning objectives.<br>**Strategy's Expected Result/Impact:** strengthened teacher planning, improved student understanding of grade-level expectations, and higher levels of mastery and achievement across all content areas<br>**Staff Responsible for Monitoring:** Principal, assistant principal, and team leads<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** PLCs will regularly analyze student work samples to ensure mastery of standards and guide reteach or extension activities. | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Sherman ISD will provide HQIM, RBIS, & resources to ensure progress in student achievement.

**Performance Objective 2:** Math teachers will implement an internalization protocol to deeply understand and effectively deliver the new math curriculum, ensuring lessons are aligned to standards and designed to meet the needs of all learners.

**Evaluation Data Sources:** Walkthroughs, PLCs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Instructional leaders will model lesson internalization, co-plan with grade levels, and provide feedback to ensure fidelity to the internalization protocol.<br>**Strategy's Expected Result/Impact:** stronger content knowledge and planning skills, increased fidelity, improved instructional delivery, greater student mastery of math standards<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Team Leads<br><br>**Title I:**<br>2.51, 2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Planning sessions will focus on internalizing upcoming math units by unpacking TEKS, using backward design with common formative assessments, anticipating student misconceptions, and developing clear success criteria.<br>**Strategy's Expected Result/Impact:** strengthened lesson design, proactively addressed student misconceptions, and clarified success criteria, increased instructional effectiveness, supported student understanding of math concepts, and improved overall achievement in math.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Team Leads, Instructional Coaches<br><br>**Title I:**<br>2.51, 2.52 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** The percentage of 3rd grade students that meet grade level or above will increase to 55% on STAAR Math.

**Evaluation Data Sources:** assessment data, progress monitoring data, benchmark data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement tiered intervention systems to provide targeted academic support for all students.<br>**Strategy's Expected Result/Impact:** accelerated growth for struggling learners, improved overall student achievement<br>**Staff Responsible for Monitoring:** MTSS Coordinator, Principal, Assistant Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Train staff on small-group instruction, differentiation, and effective use of intervention resources.<br>**Strategy's Expected Result/Impact:** strengthened teacher capacity to meet diverse student needs, leading to more targeted support, increased student engagement, and improved academic achievement<br>**Staff Responsible for Monitoring:** MTSS Coordinator, Principal, Assistant Principal<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 2:** Use formative and summative assessment data to monitor progress, identify gaps, and adjust instruction to close achievement gaps for diverse student groups.

**Evaluation Data Sources:** Assessment data, benchmark data, progress monitoring data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** PLCs will include regular data meetings to review assessment results, identify trends, and plan reteach/ enrichment.<br>**Strategy's Expected Result/Impact:** increased instructional alignment, improved student growth, and reduced achievement gaps among diverse student groups<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, MTSS Coordinator, SPED Teachers, Team Leads<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Grade level teams will develop and administer grade-level common formative assessments aligned to TEKS to monitor mastery of priority standards.<br>**Strategy's Expected Result/Impact:** consistent measures of student mastery helps teachers identify gaps early, adjust instruction, and ensure all students stay on track toward academic success<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Team Leads<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** Enhance parent and community involvement by providing at a variety of engagement opportunities that enrich students' educational experiences and foster active participation in school life.

**Evaluation Data Sources:** increased attendance during events, climate survey results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Host curriculum nights, parent conferences, family events, and student showcases that highlight learning, enhance school culture, and provide families with tools to support academics at home.<br>**Strategy's Expected Result/Impact:** strengthened home-school connection, stronger positive school culture, enhanced student learning and achievement<br>**Staff Responsible for Monitoring:** Campus Leadership Team<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Staff and PTA will provide structured opportunities for parents and community members to volunteer.<br>**Strategy's Expected Result/Impact:** increased stakeholder involvement, strengthened school-community partnerships<br>**Staff Responsible for Monitoring:** Campus Leadership Team | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Staff will use multiple platforms (newsletters, website, social media, apps) to share information, highlight successes, and invite families to school activities.<br>**Strategy's Expected Result/Impact:** ensure families receive timely, accessible information, strengthened connections between home and school, and increased participation in events and activities that support student success<br>**Staff Responsible for Monitoring:** Campus Leadership Team | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue