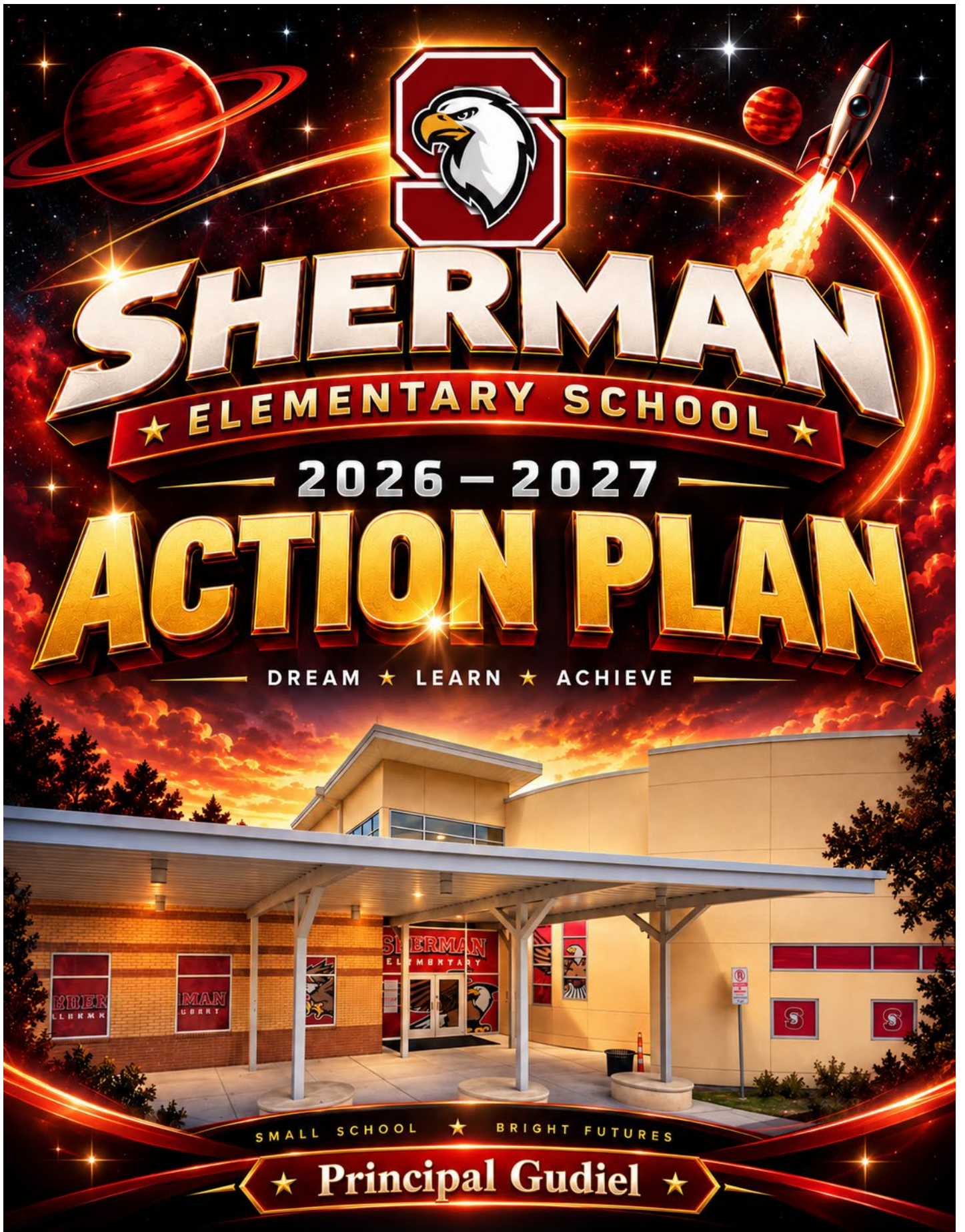




School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

NWEA BOY YoY	Grade	25-26 Math	26-27 Math	Delta	25-26 ELA	26-27 ELA	Delta	25-26 SCI	26-27 SCI	Delta
Sherman ES	K	50	34	-16	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Sherman ES	1	47	49	2	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Sherman ES	2	48	42	-6	32	28	-4	32	22	-10
Sherman ES	3	40	61	21	29	46	17	36	53	17
Sherman ES	4	47	60	13	36	36	0	42	39	-3
Sherman ES	5	59	53	-6	52	49	-3	63	57	-6

Sherman Data Priorities

- **K–2 Math:** Strengthen foundational skills, especially Kindergarten (-16) and 2nd grade (-6).
- **2nd Grade:** Priority area with declines in Math (-6), ELA (-4), and Science (-10).
- **Upper-Grade ELA:** Focus on 4th and 5th grade reading comprehension and written response.
- **Science:** Improve consistency in 2nd, 4th, and 5th grades.
- **5th Grade:** Needs targeted support across Math, ELA, and Science.
- **Replicate Success:** Study and replicate strategies from 3rd grade (+21 Math, +17 ELA, +17 Science) and 4th grade Math (+13).
- **Next Steps:** Tight Tier 1 instruction, daily DOL monitoring, immediate second teach, targeted small groups, and consistent coaching.



1. CAMPUS-LEVEL DATA SNAPSHOT

PEOPLE | PROGRESS | POSSIBILITIES



2-Year STAAR Meets

Subject	24-25	25-26	Delta
Reading	45.31%	42.46%	-2.85%
Math	47.40%	44.69%	-2.70%



25-26 NWEA EOY Reading (Grades 2-8)

BOY to EOY Met Expected Growth	66%
Grades 3-5 BOY to EOY Met Expected Growth	66%
BOY to EOY Growth Median Percentile	59
Achievement Median Percentile	45



25-26 NWEA EOY Math (Grades K-5)

BOY to EOY Met Expected Growth	62%
Grades 3-5 BOY to EOY Met Expected Growth	68%
BOY to EOY Growth Median Percentile	59
Achievement Median Percentile	53



25-26 NWEA EOY Science (Grades 2-8)

BOY to EOY Met Expected Growth	74%
Grades 3-5 BOY to EOY Met Expected Growth	75%
BOY to EOY Growth Median Percentile	68
Achievement Median Percentile	56



DIBELS EOY

% At/Above Benchmark	58.66%
----------------------	--------



IRT

IRT 1	14.62
IRT 2	15.06
IRT 3	14.00
IRT 4	15.31
Year Average	14.75



TELPAS

32%



NWEA BOY Campus YoY

Math	47 → 50	Delta: +3
ELA	35 → 36	Delta: +1
Science	45 → 42	Delta: -3



Accountability

23-24	24-25	25-26
83 B	88 B	84 B

- **STAAR Reading & Math:** Meets performance declined slightly in both Reading (-2.85%) and Math (-2.70%), so increasing Meets and Masters should remain a priority.
- **NWEA Achievement:** Reading achievement is at the 45th percentile, indicating a need to strengthen overall reading performance.
- **DIBELS:** Only 58.66% of students are at/above benchmark, making early literacy a key focus.
- **NWEA BOY:** Math improved +3, ELA improved +1, while Science declined -3.
- **Accountability:** Sherman remained a B campus, but the rating decreased from 88 to 84, so the focus should be on accelerating achievement and growth.
- **TELPAS Focus:** With 32% of students demonstrating growth, Sherman must strengthen daily language development, academic vocabulary, and opportunities for Emergent Bilingual students to speak, read, write, and listen across all content areas.

Needs related to improving the quality of instruction

2025-2026 IRT Data:

#1-14.6

#2-15.1

#3-14

#4-15.3

- Increase consistency of High-Quality Tier 1 instruction aligned to the HISD SPOT Observation Rubric.
- Strengthen lesson internalization and student-centered instructional practices.
- Increase differentiated instructional practices and scaffolded supports for Emergent Bilingual and Special Education students.
- Improve implementation of accommodations, modifications, and progress monitoring aligned to student needs.
- Strengthen teacher capacity through coaching cycles, PLC planning, and data-driven instructional practices

System evaluation (philosophy, processes, implementation, capacity)

- Building instructional capacity through weekly PLC planning meetings, coaching cycles, and ongoing professional development.
- Bi-weekly calibration and alignment of campus instructional expectations using the HISD SPOT Observation Rubric.
- Teachers coaching one another and participating in lesson demonstrations and collaborative planning opportunities.
- Targeted coaching schedules based on student data trends, SPOT observation data, and progress monitoring.
- Continued implementation of systems aligned to Domain 3: Closing the Gaps accountability priorities.

School Action Plan

K E Y A C T I O N O N E	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve the quality of Reading instruction through consistent implementation of High-Quality Tier I literacy instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	● Utilize weekly data meetings to identify trends in SPOT data and provide targeted coaching cycles for teachers performing below proficiency. ● Provide beginning-of-year and ongoing professional learning focused on High-Quality Tier I literacy instruction, lesson internalization, structured literacy, academic vocabulary, writing instruction, and student-centered instructional practices. ● Facilitate weekly Professional Learning Communities (PLCs) focused on unpacking the TEKS, lesson internalization, student work analysis, common formative assessment data, and planning differentiated instruction aligned to student needs. ● Conduct daily coaching walkthroughs to provide teachers with timely feedback, celebrate instructional strengths, and identify opportunities to strengthen Tier I literacy instruction. ● Implement a weekly coaching cadence to support teachers identified through coaching walkthroughs, SPOT observations, and student achievement data. Coaching cycles will include pre-conferences, classroom observations, model lessons, feedback conversations, and follow-up support. ● Conduct weekly SPOT observations aligned to the HISD SPOT Observation Rubric to monitor implementation of High-Quality Tier I literacy instruction. ● Conduct weekly calibration walks to identify campus-wide instructional trends, ensure leadership calibration, and determine targeted professional learning needs. ● Facilitate monthly instructional data reviews utilizing NWEA MAP, DIBELS/Lectura, district common assessments, classroom formative assessments, and STAAR-aligned data to evaluate student progress and refine acceleration groups. Provide model lessons, co-planning opportunities, instructional demonstrations, and individualized coaching aligned to campus instructional priorities and HISD instructional expectations.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> ● Deliver High-Quality Tier I literacy instruction aligned to the HISD curriculum, grade-level TEKS, and campus instructional expectations.

	• Participate in weekly PLC planning meetings and lesson internalization protocols to collaboratively analyze standards, anticipate misconceptions, and design rigorous literacy learning experiences. • Implement structured literacy routines, explicit vocabulary instruction, academic discourse, writing in response to reading, and daily checks for understanding during literacy instruction. • Utilize NWEA MAP, DIBELS/Lectura, district common assessments, classroom formative assessments, and student work analysis to progress monitor student learning and provide targeted reteach, acceleration, and enrichment during the acceleration block. • Implement differentiated instructional strategies, scaffolded supports, accommodations, and enrichment opportunities to ensure all students, including Emergent Bilingual students and students receiving Special Education services, have equitable access to rigorous grade-level literacy instruction. Participate in instructional coaching cycles, professional learning, peer observations, and reflective practice to continuously improve instructional effectiveness and student outcomes.
	Who: All staff including Leadership Team, Classroom Teachers, Teaching Assistants, SPED • Resource Teachers, and enrichment Staff.
	What: • High-Quality Tier 1 Literacy Instruction • Lesson Internalization and Lesson Demonstrations • Student-Centered Instructional Practices • Differentiated Instruction • ELPS Integration • Writing Instruction and Constructed Responses • Accommodations and Modifications
	• When: Preservice Campus Staff Development and District PD sessions throughout 2026-2027 school year; weekly PLC planning meetings; campus PD sessions; coaching cycles throughout the school year
	• Where: Sherman Elementary cafeteria, PLC room, library, teacher classrooms.
	Proposed item
	Leadership Team-led professional development and coaching support

B u d g e t	Materials/resources	Description	Amount
	Purchased services	Leadership Team-led professional development and coaching support	TBD
	Other	Anchor chart paper, manipulatives, writing folders, instructional supplies	TBD
	Other	IXL	\$10,495.00
	TOTAL	Literacy intervention materials	TBD
	Funding sources: Title 1 funds		
			\$10,495.00

KEY ACTION	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve the quality of Mathematics instruction through consistent implementation of High-Quality Tier I mathematics instruction.
	Indicators of success <i>(Measurable results that describe success.)</i> - Based on the school-wide NWEA Math MAP Assessment data, by January 2027, 60% of students will meet or exceed their projected NWEA MAP Mathematics growth goal from BOY to MOY, and by May 2027, 70% of students will meet or exceed their projected NWEA MAP Mathematics growth goal from BOY to EOY. - By January 2027, 60% of Math teachers will score an average of 6.0 or higher in the Instructional Domain of the SPOT Observation Rubric. By May 2027, 80% teachers will score an average of 8.0 or higher in the Instructional Domain. - By January 2027, 70% of students in Grades 2–5 will successfully complete targeted grade-level lessons in Zearn. By May 2027, 80% of students will complete targeted grade-level lessons demonstrating mastery of grade-level standards.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> - Provide beginning-of-year and ongoing professional learning focused on High-Quality Tier I mathematics instruction, lesson internalization, mathematical discourse, conceptual understanding, productive struggle, and student-centered instructional practices. - Facilitate weekly Professional Learning Communities (PLCs) focused on unpacking the TEKS, lesson internalization, student work analysis, common formative assessment data, and planning differentiated mathematics instruction aligned to student needs. - Conduct daily coaching walkthroughs to provide teachers with timely feedback, celebrate instructional strengths, and identify opportunities to strengthen Tier I mathematics instruction. - Implement a weekly coaching cadence to support teachers identified through coaching walkthroughs, SPOT observations, and student achievement data. Coaching cycles will include pre-conferences, classroom observations, model lessons, feedback conversations, and follow-up support. - Conduct weekly SPOT observations aligned to the HISD SPOT Observation Rubric to monitor implementation of High-Quality Tier I mathematics instruction. - Conduct weekly calibration walks to identify campus-wide instructional trends, ensure leadership calibration, and determine targeted professional learning needs. - Facilitate monthly instructional data reviews utilizing NWEA MAP Mathematics, district common

	assessments, classroom formative assessments, and STAAR-aligned data to evaluate student progress and refine SOAR acceleration groups. • Monitor implementation and student progress in Zearn, district curriculum resources, and classroom formative assessments to identify instructional trends and provide targeted coaching support. Provide model lessons, co-planning opportunities, instructional demonstrations, and individualized coaching aligned to campus instructional priorities and HISD instructional expectations.
	Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>) • Run a 30-minute grade-level calibration: score 4–6 student papers together with the campus rubric, agree on “look-fors,” and save 2 annotated exemplars (one meets, one exceeds) to an exemplar folder teachers can model from next week. • Teachers will adopt a vertically aligned process for giving students feedback (e.g., highlight claim/evidence) and require students to revise one targeted area before a final score.

	Key Action Two: Sherman Elementary School will improve student writing.
	Who: All Staff including Leadership Team, Classroom Teachers, Teaching Assistants, SPED Resource & Inclusion Teachers, and enrichment Staff
	What: • High-Quality Tier 1 Math Instruction • Lesson Internalization and Lesson Demonstrations • Student-Centered Instructional Practices • Math Discourse and Problem Solving • Differentiated Instruction • ELPS Integration • Accommodations and Modifications
	When: Preservice Campus Staff Development and District PD sessions throughout 2026-2027 school year; weekly PLC planning meetings; campus PD sessions; coaching cycles throughout the school year
	Where: Sherman Elementary cafeteria, library, PLC room and teacher classrooms.

Budget	Proposed item	Description	Amount
	Staff development	Leadership Team-led professional development and coaching support	TBD
	Materials/resources	Manipulatives, anchor chart paper, math journals, instructional supplies	TBD
	Purchased services	IXL	\$10,495.00
	Other		
	Other		
	Other		
	TOTAL		\$10,495.00
	Funding sources: Title 1 funds		

K E Y A C T I O N T H R E E	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve the Quality of Instruction to improve growth for EB students.
	Indicators of success <i>(Measurable results that describe success.)</i> - Throughout the 2026–2027 school year, differentiated instructional strategies and language supports for EB students will be evident in 100% of observed instructional settings as measured through walkthrough data, lesson plans, and student work samples. - By June 2027, 50% of EB students will be on track to meet or exceed their individual projected growth targets on NWEA. - By May 2027, 75% of bilingual teachers will score at least 9/13 in Domain II on SPOT Observations.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish</i> - Conduct frequent instructional walkthroughs focused on differentiation, academic discourse, implementation of ELPS-aligned language supports, and rigor for EB, and provide timely feedback aligned to Domain II of the SPOT rubric. - Train/Refresh teachers on the integration of ELPS (English Language Proficiency Standards) and how to integrate sentence frames and probing questions into lessons during August PD and thread throughout the year during campus PD days. - Track student progress on ALL digital resources. - Provide training and campus expectations on utilizing Summit K-12 for EB students, including progress monitoring (BOY, MOY, EOY) and reports throughout the year.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> - Implement structured student discourse, collaborative learning opportunities, and engagement strategies that intentionally develop listening, speaking, reading, and writing skills aligned to TELPAS domains. - Utilize Summit K-12, NWEA MAP, classroom assessments, and progress monitoring data to identify student needs, adjust scaffolds, and provide targeted instructional support for EB students. - Differentiate instruction through the use of rigorous tasks, higher-order questioning, scaffolds, and flexible grouping to increase academic growth and access for EB and GT learners. - Actively participate in PLCs focused on lesson internalization, ELPS implementation, student data analysis, academic discourse, and aligned instructional strategies that support rigor and student engagement. - Respond positively to instructional coaching, walkthrough feedback, and collaborative planning conversations by implementing actionable next steps to improve instructional effectiveness.

	Incorporate opportunities for academic vocabulary development, student justification, annotation, and written responses across all content areas to strengthen comprehension and critical thinking skills.
--	--

	Key Action Three: Sherman Elementary School will improve student writing.		
	Who: All Staff including Leadership Team, Classroom Teachers, Teaching Assistants, SPED Resource & Inclusion Teachers, and enrichment Staff		
	What: - ELPS Integration - Language Objectives and Student Discourse - Sheltered Instruction - Differentiated Instruction - Scaffolded Supports - Content-Based Language Instruction - Accommodations and Modifications		
	When: Preservice Campus Staff Development and District PD sessions throughout 2026-2027 school year; weekly PLC planning meetings; campus PD sessions; coaching cycles throughout the school year		
	Where: Sherman Elementary cafeteria, library, PLC room and teacher classrooms.		
Budget	Proposed item	Description	Amount
	Staff development	Leadership Team-led professional development and coaching support	TBD
	Materials/resources	Visual supports, sentence stems, anchor charts, instructional resources	TBD
	Purchased services	Summit K12 and district instructional resources	TBD
	Other	Language development materials	TBD

g e t	Other		
	Other		
	TOTAL		
	Funding sources: Title 1 funds, Bilingual funds		