Sherman Independent School District

Crutchfield Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Classroom Observation Walkthrough Tool Math.pdf
Classroom Observation Walkthrough Tool RLA.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 16, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Other

Please specify the other program:

Foundational Leadership & Instructional Practices

Which, if any, program is your school system interested in to support this strategy?

—

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 10

How many district staff members will be responsible for capacity building with this campus?

1

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

School Improvement Curriculum and Instruction Support Grant (SI CISG) is $200,000. Region 10 provides professional learning, coaching, performance management and technical assistance and receives $140,000 of the grant funding allotment. The remainder of the funding will be allocated for professional development on adopted high quality instructional material (HQIM) adoptions, supplemental instructional resources and extended planning for lesson internalization and data driven instructional planning.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

The school improvement support provided by Region10 is contingent on LASO cycle 4 funding; however, Sherman ISD will ensure the identified school improvement strategies are implemented regardless of funding status.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

One additional intervention teacher and part-time campus leadership support will be provided. The additional intervention teacher will focus on math small group instruction, and the part time administrator, a retired former elementary principal, will serve as the campus administrator for 504 and ARD meetings and support with student behavior response, enabling the campus based administrators to focus on instructional leadership via PLC development and classroom observation and teacher coaching.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

STEMscopes Texas Math

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Texas myView Literacy

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

165

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Weekly	Weekly common formative assessments provide timely information to determine instructional target areas, based on individual student needs. Through the PLC structure, and student work analysis, teachers will be able to identify conceptual gaps or misunderstandings and develop appropriate instructional plans to fill deficits or extend learning, resulting in increased student academic outcomes, including the levels of mastery.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/EOY	The purpose of this benchmark assessment is to diagnose academic deficit areas and monitor student progress toward measurable goals. This data supports an individualized digital learning pathway for students and supports differentiated instruction via instructional groupings and targeted small group lessons.
Interim	District	Semester	The purpose of the this assessment is to provide STAAR performance prediction and also give students an opportunity to use the testing platform for STAAR and accommodations as appropriate.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Student data is tracked in two main ways. First, each student has a student data card for Reading/Language Arts and Math. On each card, prior year STAAR performance is indicated as well as areas to measure BOY/MOY/EOY progress as well as STAAR Interim performance levels. High focus and target student groups, are also coded on each card to ensure growth for all student subpopulations is also monitored. This same information is also monitored digitally in a spreadsheet and includes common formative assessment and unit based assessment data.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The instructional groupings determined by BOY iReady Diagnostic testing as well as historical state assessment performance are reviewed to determine students' initial placement for intervention support. All students K-5 have a 45 minute intervention period where they receive small group differentiated instruction based on their individual learning needs. Intervention groups are flexible groups across a grade level and are taught by classroom teachers, interventionists, instructional aides and academic support staff.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade for self contained (grades K-2) classroom teachers and by content for departmentalized (grades 3-5) classroom teachers.

How frequently will PLCs occur?

PLCs occur once weekly.

Who will facilitate PLCs?

Team leads, for grades K-2 and content leads for grades 3-5 facilitate PLCs.

Who is required to attend PLCs?

All grade level classroom teachers and campus administrators are required to attend weekly PLCs.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

The PLC protocol that is used is based on DuFour's 4 questions of a PLC: 1) What is it that we want students to learn, 2) How will we know if they have learned it?, 3) How will we respond when students do not learn it? 4) What will we do to extend learning for students that demonstrate mastery? In addition, elements of data driven instruction are also evidenced through the review and sorting of student work, establishment of success criteria, creation of an exemplar and development of a re-teach plan. Lesson alignment and formative assessment is also evidenced with the creation of know/show charts and exit tickets or demonstration of learning.

Upload PLC agenda (optional):

Crutchfield PLC Agenda - LAFA Template.pdf
Crutchfield PLC Agenda_DDI Template.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	PD on Research Based Instructional Strategies (RBIS) Foundational Leadership and Instructional Practices (FLIPS) Training Modules	Region 10	District Coordinator of School Improvement (DCSI) & Principals of SI campuses
Principal	PD on Research Based Instructional Strategies (RBIS) Foundational Leadership and Instructional Practices (FLIPS) Training Modules	Region 10	Principals of SI campuses & DCSI
Teacher	PD on Research Based Instructional Strategies (RBIS) Training on HQIM for Texas My View Literacy & STEM Scopes Math	Savvas Learning Company & Accelerate Learning	Teacher, Principals, Assistant Principals, Instructional Coaches & DCSI
Other Campus Admin (Assistant Principals, Instructional Coaches)	Observation & Feedback Training using Bambrick Santoyo's Waterfall as outlined in Getting Better Faster	DCSI	Principals and Assistant Principals

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Additional training opportunities for teachers with less than 2 years experience is provided through monthly new teacher meetings facilitated by campus principals and individualized meetings with campus based mentors. Teachers who are ineffective also receive additional targeted training based on classroom observations and student assessment data via coaching cycles with instructional coaches and observation feedback cycles with campus administrators. Campus leaders who are unsuccessful are provided additional instructional leadership coaching following monthly principal PLCs and campus visits and job embedded training with the principal supervisor focusing on PLC development and effective observation and feedback of instruction.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

A classroom observation tool, walkthrough form available in Eduphoria Strive which aligns the Getting Better Faster Waterfall with RLA and Math RBIS is used to evaluate implementation of training for teachers. A PLC observation tool, also available as a walkthrough in Strive will be used to evaluate the effectiveness of principal leadership on the development of PLCs. Additionally, a data dashboard has been created to house walkthrough data, teacher feedback and action steps to ensure ongoing monitoring and successful completion of identified areas for improvement.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

A special education PLC to review and respond to student assessment data as well as a special education consultation meeting with general education and special education teachers is also provided to ensure instructional alignment and monitoring of student growth.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Establish a Campus Leadership Team with clear roles & responsibilities aligned to instructional leadership, school culture and academic goals.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal & DCSI

Evidence of Completion – What artifact, data, or observable action will verify completion?

Agendas from Campus Leadership Team (CLT) meetings & Roles & Responsibilities Document

Support Needed – What training, coaching, resources, or tools are required?

Foundational Leadership & Instructional Practices (FLIPS) training via Region 10 & bi-weekly principal and DCSI meetings

Milestone 2

Description – What specific action or deliverable will be completed?

Conduct a foundational systems reflection with the campus leadership team and the Region 10 FLIPS facilitator. The Foundational Systems Reflection will evaluate the following areas:
• Vision & Planning: Alignment of campus values, clear student outcome goals, and rigorous performance management.
• Instructional Leadership: The frequency, quality, and systems behind teacher observations, feedback loops, and data-driven lesson planning.
• Strategic Staffing: Recruiting, retaining, and placement strategies for high-quality educators.
• Curriculum & Assessments: Ensuring classroom materials are TEKS-aligned, rigorous, and implemented with high fidelity.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI

Evidence of Completion – What artifact, data, or observable action will verify completion?

Foundational systems reflection

Support Needed – What training, coaching, resources, or tools are required?

FLIPS training via Region 10 & dedicated time to complete the foundational systems reflection with the CLT

Milestone 3

Description – What specific action or deliverable will be completed?

Ongoing professional development for the CLT and teachers on schoolwide culture routines, materials internalization and alignment, implementation of STEM Scopes Math Texas and My View Literacy Texas curriculum, and research based instructional strategies (RBIS) for RLA and Math.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI & Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development agendas and sign in sheets, evidence of internalization and lesson alignment via internalization protocol and PLC agendas with embedded lesson alignment and formative assessment (LAFA) components.

Support Needed – What training, coaching, resources, or tools are required?

RBIS training via Region 10 and administrator oversight of PLC facilitation to ensure implementation.

Milestone 4

Description – What specific action or deliverable will be completed?

Increased use of RBIS as noted in walkthroughs and observations yielding improved student academic growth and performance.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals & Instructional Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student performance data on unit assessments, CFAs, MOY and EOY iReady benchmarks, classroom walkthroughs and observations from Eduphoria Strive and student data tracker.

Support Needed – What training, coaching, resources, or tools are required?

Initial training (provided by Region 10) and ongoing professional development provided by the Elementary Curriculum Coordinator, Instructional coaches and campus administrators.

Milestone 5

Description – What specific action or deliverable will be completed?

All CLT members including the principal, assistant principals, instructional coaches and teacher leaders have clearly defined roles and responsibilities in all PLCs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal & DCSI

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC Agendas and Roles and Responsibilities Document

Support Needed – What training, coaching, resources, or tools are required?

Continued coaching and feedback for PLC leads and time set aside in advance of the PLC to complete required pre-work, such as student work analysis, creation of know/show charts and review of unit or summative assessments.

Milestone 6

Description – What specific action or deliverable will be completed?

CLT members conduct biweekly walkthroughs and observation feedback cycles for all core academic content teachers.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI & Campus Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Eduphoria Strive Reports on Classroom Observation Tool Walkthrough Forms for RLA and Math, instructional coaching logs and calendar review of CLT members.

Support Needed – What training, coaching, resources, or tools are required?

Continued training on the effective implementation of RBIS for both RLA and Math. Foundational Leadership & Instructional Practices (FLIPS) training via Region 10 & bi-weekly principal and DCSI meetings

Milestone 7

Description – What specific action or deliverable will be completed?

Strengthen campus performance-management routines using STAAR Interim and MOY benchmark assessment data Campus and district leaders will review and refine current routines for reviewing student performance, walkthrough trends, PLC implementation, and progress toward TIP milestones and student outcome goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI & Campus Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

T-TESS walkthrough records, observation feedback documentation, observation schedules, teacher action steps and follow-up observation data, and monthly performance management meeting agendas that include district level next steps including who is responsible for each action step.

Support Needed – What training, coaching, resources, or tools are required?

Continued performance management oversight and training via Region 10 school improvement consultant.

Milestone 8

Description – What specific action or deliverable will be completed?

Data-Driven PLC Implementation and Student Growth Monitoring: Establish consistent DDI PLC protocols to analyze student work including curriculum-based assessments, benchmarks and common formative assessments. Teachers will be supported in the creation of student achievement and growth goals, identification of learning gaps, and development of targeted instructional plans. Campus leaders will monitor implementation and progress toward student growth targets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Assistant Principal & DCSI

Evidence of Completion – What artifact, data, or observable action will verify completion?

DDI PLC agendas, student data trackers, documented student goals, assessment analysis reports, instructional action plans, and student growth data.

Support Needed – What training, coaching, resources, or tools are required?

Eduphoria Aware & Strive reports, PLC DDI agendas and student data trackers or data walls.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

The plan will be reviewed formally by the DCSI in a performance management meeting with the executive cabinet each month. Observation and walkthrough data, as well as student performance data will be reviewed.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The DCSI will be responsible for monitoring progress towards identified milestones.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

The milestone progress data related to observations and walkthroughs will be collected in Eduphoria Strive as well as campus based teacher trackers, related to the Tier level of each teacher. Student performance data will be reviewed from Eduphoria Aware for all Unit and district based curricular assessments. Interim data will be pulled from Texas Assessment, central reporting feature and MOY and EOY iReady benchmark performance data will be gathered in the iReady platform.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

A monthly meeting will be held with district leadership. The DCSI will present relevant performance data during these monthly meetings.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	60
Masters Grade Level	25

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	46
Masters Grade Level	15

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	50
Masters Grade Level	20

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

66

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

100

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

56

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

69

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—