

Houston Independent School District
240 Sherman Elementary School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: August 13, 2021

Needs Assessment Overview

Sherman Elementary will continue to review all data for students and student groups especially our English Learners (EL) and Special Pops students. The components of the campus needs assessment include the establishment of a school wide planning team, clarification of the campus vision with focus on reform, creation of the school profile, identification of data sources and analysis of the data. We will develop strong reading, writing and math instructional practices and will focus on increasing student vocabulary across the curriculum for the 2019-2020 school year. Professional development for teachers and staff, progress monitoring by teachers and administrators, and closely monitoring data to determine that students are mastering the objectives that will be utilized to continue the growth of student success and ensure high academic achievement for all students. Title I funds will be used towards strengthening reading, writing, math and science. These funds will also be used to pay for summer school salaries, extra duty pay and general supplies to aid instruction.

Demographics

Demographics Summary

Sherman Elementary is located in Houston's Near Northside Community near downtown Houston. Sherman's 2020- 2021 enrollment consists of 556 students, a decline of 5 students from the previous year. Sherman serves students from PK3 to 5th grades. Sherman's 2021-2022 enrollment is 505 students and 95% of the student population is economically disadvantaged. Sherman educates students from PK3 to 5th grades. Sherman's student population is comprised of 89% Hispanic students, 8% African American students and 2% white students. Nearly 37% of our student population are English Learners, 9% receive Special Education services and 2% are GT. Sherman's yearly attendance average was 92%, which was a four percent decrease from the previous year. The wraparound specialist and office personnel conduct home visits to ensure students are attending school regularly. Due to Covid-19 and students and siblings having to quarantine together, attendance continues to be affected daily.

Demographics Strengths

Sherman's demographic strengths are the campus is becoming more diverse as the African American population is increasing. Our campus is located within blocks of the local public Carnegie Neighborhood Library. It is also within walking distance to the Metrorail's Red Line which is easily accessible to the Moody Park Community Center, Downtown Houston, the Museum District and several of Houston's Universities like University of Houston, University of Houston-Downtown and Rice University.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Student attendance was a challenge due to the Covid-19 pandemic which forced students to learn either online or face to face. These students showed significant learning gaps at the end of the year. **Root Cause:** Most students who remained virtual did not login consistently. Students who attended school face to face were also forced to quarantine throughout the year if they were exposed to a student or family member displaying Covid-19 symptoms. Many parents also did not know how to assist their children with the virtual learning platform Microsoft Teams which also contributed to student learning gaps.

Student Learning

Student Learning Summary

Students achievement remains a priority at Sherman. According to 2020-2021 STAAR scores, an average of 47% of students passed 3rd - 5th Reading; 52% of students passed math and 24% of students passed 4th writing while 26% of 5th graders passed science. According to Ren360 Data, 31% of our Kinder English students need urgent intervention while 17% of our Spanish speaking students need urgent intervention. The data also shows 26% of first grade English students need urgent intervention and 16% of Spanish students are in need of urgent intervention. Additionally, 46% of our second grade English students are in need of urgent intervention and 9% of Spanish speaking students need urgent intervention.

Student Learning Strengths

Sherman students are making gains in reading and staff are pushing to ensure students are reading on grade level at the end of the year. Several grade level cohorts made progress in their Ren360 growth from previous years. More first and second grade students were reading at or above grade level than in 2019 with 32% of first graders reading at/above grade level a growth of five percent from 2019 and 42% of second graders were reading at/above grade level, an improvement of two percent from 2019.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Majority of students reading below grade level **Root Cause:** Due to a fractured Dual Language program on campus students lacked a solid foundation of phonics and phonemic awareness. Last year a majority of teachers also taught students both virtual and face to face simultaneously so little time was left for small group instruction. Inconsistent leadership at the principal position from 2013-2018 also affected student and teacher expectations and programs.

School Processes & Programs

School Processes & Programs Summary

Sherman Elementary offers the following programs on campus: English and bilingual instruction in grades PK3 - 5th, ESL, Gifted and Talented, Special Education, SLL, Gifted and Talented, Dyslexia Reading by Design. Sherman will continue to review all data for students and student groups, especially our English Learners (EL) and Special Pops students. The components of the campus needs assessment include the establishment of a school wide planning team, clarification of the campus vision with focus on reform, creation of the school profile, identification of data sources and analysis of the data. We will continue to develop strong reading, writing and math instructional practices and will focus on increasing student vocabulary across the curriculum for the 2020-2021 school year. Professional development for teachers and staff, progress monitoring by teachers and administrators, and closely monitoring data to determine that students are mastering the objectives that will be utilized to continue the growth of student success and ensure high academic achievement for all students. Title I funds will be used towards strengthening reading, writing, math and science.

In addition to these programs we offer support additional tutorial support to all scholars. High risk students receive urgent intervention daily through pull-outs, after school tutorials, dyslexia services, and summer school.

To expose and prepare students for college and career readiness we host a College/Career week where students research different professions and at the end of the week we have guest readers from a variety of professions read to students and discuss their professions.

We support Tier-I instruction and student learning by cultivating PLC, At Bats, Data Digs, and Professional Developments. The curriculum and assessments are aligned to the TEKS with a year-long scope and sequence. Teachers have agenda boards, timers, and posted daily schedules to maximize instructional time.

Our campus develops instructional leaders by placing highly effective teachers in leadership roles. We conduct bi-weekly leadership meetings and attend district PD's that focus on building campus leaders. Responsibilities and expectations are assigned at the beginning of each school year through an individual meeting with each teacher leader.

- Rice University School Mathematics Project (RUSMP)
- Restorative Justice & Circles
- Weekly Professional Learning Communities (PLC)
- Sheltered Instruction
- STEM Detective Science Coaching

School Processes & Programs Strengths

Our most powerful strength is our leadership team. Sherman Elementary has a dedicated team of campus leaders that include team leads, department chairs and campus administrators. The Wraparound Specialist provides families with access to basic needs and community resources. Sherman has received school supply donations and participates in the Dolly Parton Imagine Library. Our school community also participates in Brighter Bites, which gives families fresh produce bi-weekly and also the fresh fruit and vegetable program that gives students fresh fruit and vegetables to take home twice a week. Both of these programs come with a curriculum that is taught weekly.

These are additional programs our campus has partnered with or participates in to enhance student learning:

- Rice University School Mathematics Project (RUSMP)- Teachers attend monthly PD that allows them to tailor their math instruction to close the academic gaps that the students have. Teachers analyze data provided from assessments, district tests to align their teaching to the needs of the students.
- Weekly Professional Learning Communities (PLC)- Teachers collaborate and complete at AT-BATS or best practices which allows them to modify or improve their teaching.
- Sheltered Instruction- Teachers received training as part of the Achieve 180 Wednesday PD's that allowed them to get a more in depth look the Sheltered Instruction Literacy Practices.
- STEM Detective Science Coaching
- CODA provides students with additional exposure to fine arts in the form of music (violin, cello, viola) after school.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Our school community is economically disadvantaged and in desperate need of a variety of resources including food, counseling services, housing assistance, and after school programs for students. **Root Cause:** Ninety-five percent of the student population is economically disadvantaged. The admin team works closely with our wraparound specialist to provide opportunities and resources to meet our families needs both inside and outside of school.

Perceptions

Perceptions Summary

Sherman Elementary is a Title I campus located in the Near Northside of Houston. While 95% of our students are identified as economically disadvantaged and the median household income of the surrounding community is less than \$22,000, Sherman Elementary does not see these realities as excuses for failure; rather, we see these realities as motivation for improvement. Sherman was designated an Improvement Required campus for the 2018-2019 school year. Sherman staff and students were able to meet state standards in two of the three domains per the Texas Education Agency Accountability Ratings and the school is no longer in IR status. Sherman was rated a “C” overall for the 2019-2020 school year and due to the cancellation of STAAR testing in May 2020, Sherman retains its "C" rating for the 2020-2021 school year. Sherman administrators and staff remain committed to providing students with a quality education while remaining focused on closing instructional gaps. At Sherman we adhere to a Believe! Achieve! Succeed! attitude.

Teachers are supported with resources and tools for teaching provided by administration, Teacher Development Specialists and Data Driven Instructional Specialists. Teachers attend extended professional developments after school 10 times a year while also participating in PLC during the school day. Administration is becoming more consistent and has provided stability to the students, staff and school community as the Principal, Teacher Specialists, and Reading Interventionist have remained on campus the past three years.

Students need extra support when it comes to social and emotional learning. Conflict is reduced by providing them with the tools need to be successful in the classroom. We have an organization that provides counseling services to individual students and also small group counseling. After school programs include tutoring, Coda, cheerleading, golf, soccer, basketball, game club, and arts and crafts (all programs dependant on COVID-19 visitor/student participation guidelines).

Perceptions Strengths

Sherman teachers are open to growth and attending PLC and PD that will provide them with more tools/resources to help them become better educators. At Sherman everyone believes that all children can succeed, despite their label, socio-economic status or the challenges they face. Students involved in the programs enjoy the extra time at school. The programs motivates scholars and helps them grow outside of the classroom. Our school is making progress by involving community members and parents. Our social media presence is growing on Twitter and Facebook.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: In the past decade, Sherman has been led by six different principals. During this span the campus regressed from a high achieving campus to one that began to struggle academically. **Root Cause:** Due to the constant change in leadership over the past 10 years there was no consistency with systems, programs, academic resources, teacher/student expectations, etc.

Priority Problems of Practice

Problem of Practice 1: Student attendance was a challenge due to the Covid-19 pandemic which forced students to learn either online or face to face. These students showed significant learning gaps at the end of the year.

Root Cause 1: Most students who remained virtual did not login consistently. Students who attended school face to face were also forced to quarantine throughout the year if they were exposed to a student or family member displaying Covid-19 symptoms. Many parents also did not know how to assist their children with the virtual learning platform Microsoft Teams which also contributed to student learning gaps.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Majority of students reading below grade level

Root Cause 2: Due to a fractured Dual Language program on campus students lacked a solid foundation of phonics and phonemic awareness. Last year a majority of teachers also taught students both virtual and face to face simultaneously so little time was left for small group instruction. Inconsistent leadership at the principal position from 2013-2018 also affected student and teacher expectations and programs.

Problem of Practice 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase the percentage of students who reach approaches on the 3rd-5th grade STAAR Reading test from 44% to 60% by the end of the school year. Evaluation Data Sources: STAAR EOY HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Students will receive intervention every day in addition to after school tutorials.

Strategy's Expected Result/Impact: Increase students' academic success.

Staff Responsible for Monitoring: Admin team

Action Steps: Ensure intervention is happening each day. Track daily interventions. Weekly assessments/do now's/exit tickets to measure student progress.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase the percentage of students in K-2nd who will read at or above grade to 60% level by the end of the 2021-2022 school year. Evaluation Data Sources: Benchmark Running Records EOY Assessment HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Students will participate in Imagine Literacy weekly to increase reading proficiency.





Strategy's Expected Result/Impact: More students reading on grade level and passing HFWE

Staff Responsible for Monitoring: ADMIN team

Action Steps: Ensure students have imagine learning codes
 schedule imagine literacy daily/weekly
 track imagine literacy minutes
 award weekly prizes to students with most minutes

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy -**

Targeted Support Strategy - Additional Targeted Support Strategy

Measurable Objective 3 Details		Reviews			
Measurable Objective 3: Increase the percentage of students in 1st and 2nd grade passing the high frequency word test to 80% by the end of the year. Evaluation Data Sources: High Frequency Word Assessment HB3 Board Goal		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Strategy 1: Students will participate in interventions, tutorials and imagine literacy to meet HFWE

Strategy's Expected Result/Impact: More students passing HFWE

Staff Responsible for Monitoring: Admin team

Action Steps: Use Tier students lists to determine grouping and intervention, tutorial schedules
 use Do Now's and exit tickets to probe students' HFWE proficiency
 Implement HFW into work stations for additional exposure

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH - To increase 4th math scores: from 40% approaches to 55 % approaches, from 20% meets to 30% meets and 5% masters to 10% masters.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: To increase the percentage of 3rd - 5th students who reach approaches or above on the 3rd-5th grade STAAR Math test from 64% to 70% Evaluation Data Sources: Formative Assessments, Snapshots, DLA, Mock STAAR, and STAAR HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Students will receive intervention every day in addition to after school tutorials.

Strategy's Expected Result/Impact: Increase students' academic success.

Staff Responsible for Monitoring: Admin team

Action Steps: Ensure intervention is happening each day. Track daily interventions. Weekly assessments/do now's/exit tickets to measure student progress.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase the number of students performing on grade level on Renaissance 360 and district assessments Evaluation Data Sources: Ren360, district assessments HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Students will participate in Imagine Math weekly to increase math proficiency.

Strategy's Expected Result/Impact: More students performing on grade level and moving to Tier 1

Staff Responsible for Monitoring: Admin Team

Action Steps: Ensure students have imagine learning codes
 schedule imagine math daily/weekly
 track imagine math minutes
 award weekly prizes to students with most minutes

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Increase the percentage of students in 3rd - 5th's proficiency of multiplication tables Evaluation Data Sources: Do Now's, exit tickets, weekly assessments HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Students will practice with multiplication flashcards daily and will take a weekly multiplication test to improve math fact fluency.

Strategy's Expected Result/Impact: Student math fact fluency increases

Staff Responsible for Monitoring: Admin team





Action Steps: Use students rosters to determine grouping math fact fluency,
Implement multiplication facts into work stations for additional exposure

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: Seventy percent of students will read on grade level at the end of the year.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Seventy percent of students will read on grade level on EOY exams. Evaluation Data Sources: Ren360, BRR, HFWE HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Students will participate in daily tutorials, interventions, Imagine literacy

Strategy's Expected Result/Impact: Reading on grade level

Staff Responsible for Monitoring: Admin team

Action Steps: Use Tier students lists to determine grouping and intervention, tutorial schedules

use Do Now's and exit tickets to probe students' HFWE proficiency

Ensure students have access to books at their level and also books that satisfy personal interests.

Invite parents to Math, Literacy and Science nights to increase parent involvement and parent interaction with teachers, staff and students.

Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS: To increase the percentage of special education student achievement by 20% on all STAAR tested areas where we did not meet system safeguards.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: To increase the number of special education students who meet District and State standards in Math by 5%. Evaluation Data Sources: Renaissance 360, BRR, CFU's, Snapshot, DLAS and Benchmarks	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase overall attendance from 91% to 95% by the end of the 2021-2022 school year. Evaluation Data Sources: Attendance Records	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: We will take preliminary attendance at 7:50 a.m. and call students who have not arrived and urge parents to bring them to school if the child is not displaying Covid-19 symptoms or is well and can attend.


Strategy's Expected Result/Impact: Improve yearly attendance.


Staff Responsible for Monitoring: Admin, SIR and records clerk


Action Steps: Have TA's pick up preliminary attendance at 7:50 a.m. daily
Admin, SIR, records clerk and office staff will call students to come to school if they are able to.


Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase student attendance by conducting home visits for students with chronic absences Evaluation Data Sources: Attendance records	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Conduct home visits for students with chronic absences or students that are absent for three consecutive days

Strategy's Expected Result/Impact: Increase student attendance, increase student achievement, increase campus attendance

Staff Responsible for Monitoring: Admin, SIR, records clerk

Action Steps: SIR or teachers will notify admin and wraparound specialist of students with chronic absences and home visits will be scheduled and conducted same day or next day if the SIR is not able to contact the student/parent over the telephone or through Class Dojo

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Student discipline will remain at 0 - 10 infractions per year Evaluation Data Sources: Campus Discipline records	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: Students will participate in SEL circles and peer and individualized counseling support as needed

Strategy's Expected Result/Impact: Improve student behavior

Staff Responsible for Monitoring: Admin, wraparound specialist





Action Steps: Teachers or staff will notify campus admin and wrap around specialist of any behavior infractions that occur. Student will be referred for counseling to identify triggers or to work through feelings causing outbursts.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: We will talk to our students about behavioral expectations and proper ways to avoid conflict both in and out of school. Evaluation Data Sources: Campus discipline reports	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Students will participate in counseling sessions where behaviors and conflict resolution are discussed.

Strategy's Expected Result/Impact: Decrease and eliminate violence on campus and off campus.

Staff Responsible for Monitoring: Admin, teachers, staff,

Action Steps: Teachers, staff and admin will talk with students about expected behaviors and will refer selected students to counseling sessions with on-site counselors or HPD officer to discuss behavior escalation techniques.

Title I Schoolwide Elements: 2.4, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: All SPED students will receive accommodations, interventions and instructional designated supports as defined in their IEP's. Evaluation Data Sources: IEP's, FIE's, ARD's HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: SPED resource teacher will work with classroom teachers to ensure IEP's are being followed and all students have access to designated supports

Strategy's Expected Result/Impact: Increase student comprehension and overall learning.

Staff Responsible for Monitoring: Admin, classroom teachers, SPED Resource teacher and TA

Action Steps: Resource teacher will check in with all teachers that have SPED students assigned and discuss students' IEP's and the established accommodations. Resource teacher will work with classroom teachers to create the appropriate designated supports. Admin team will follow up with Resource and classroom teachers to ensure IEP's are being followed.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools

Board Goal 5: N/A - Additional Campus Goals

Goal 5: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: 510 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Nurse will complete all screenings and input all information before deadline.

Strategy's Expected Result/Impact: Nurse will be given time each day dedicated to data entry and will be paid overtime if additional time after work hours is needed to complete the task by the deadline.

Staff Responsible for Monitoring: Principal

Action Steps: Nurse will be given date of October 22, 2021 to complete data entry. Nurse will enter data daily to meet the deadline. SIR will notify nurse of newly enrolled students to ensure those students' data is entered by the deadline.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Nurse will complete all screenings and input all information before December 10, 2021 deadline.

Strategy's Expected Result/Impact: Nurse will be given time each day dedicated to data entry and will be paid overtime if additional time after work hours is needed to complete the task by the deadline.

Staff Responsible for Monitoring: Principal

Action Steps: Nurse will be given date of December 10, 2021 to complete screenings. Nurse will come up with a schedule to meet the deadline. SIR will notify nurse of newly enrolled students to ensure those students have been screened by the deadline.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Nurse will complete all screenings and input all information before December 10, 2021 deadline.

Strategy's Expected Result/Impact: Nurse will be given time each day dedicated to data entry and will be paid overtime if additional time after work hours is needed to complete the task by the deadline.

Staff Responsible for Monitoring: Principal

Action Steps: Nurse will be given date of December 10, 2021 to complete screenings. Nurse will come up with a schedule to meet the deadline. SIR will notify nurse of newly enrolled students to ensure those students have been screened by the deadline.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Nurse will complete all screenings and input all information before December 10, 2021 deadline.

Strategy's Expected Result/Impact: Nurse will be given time each day dedicated to screenings and will be paid overtime if additional time after work hours is needed to complete the data entry by the deadline.

Staff Responsible for Monitoring: Principal

Action Steps: Nurse will be given date of December 10, 2021 to complete screenings. Nurse will come up with a schedule to meet the deadline. SIR will notify nurse of newly enrolled students to ensure those students have been screened by the deadline.

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Nurse will complete all screenings and input all information before December 10, 2021 deadline.

Strategy's Expected Result/Impact: Nurse will be given time each day dedicated to screenings and will be paid overtime if additional time after work hours is needed to complete the data entry by the deadline.

Staff Responsible for Monitoring: Principal

Action Steps: Nurse will be given date of December 10, 2021 to complete screenings. Nurse will come up with a schedule to meet the deadline. SIR will notify nurse of newly enrolled students to ensure those students have been screened by the deadline.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 6 Details	Reviews			
Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ensure a backup person is trained to assist in case nurse is not available for emergency care of students.

Strategy's Expected Result/Impact: Students will be treated immediately when an emergency occurs and will be given prescribed medication at designated times from nurse or another trained staff member.

Staff Responsible for Monitoring: Principal

Action Steps: Nurse will train a person as a backup in case of emergency that can administer medication and will ensure that there are at least two other staff members on campus that know protocols to call 911 in case of emergency is she is not available.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 7 Details	Reviews			
Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 1: Nurse and assigned district personnel will check AED's monthly to ensure compliance.

Strategy's Expected Result/Impact: Ensure AED's are functioning properly

Staff Responsible for Monitoring: Nurse, Admin

Action Steps: Check AED's monthly.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Strategy 1: School nurse and P.E. teacher will collaborate and discuss and promote healthy living habits and overall wellness to PK-5th grade students. Students can also participate in extra curricular activities/sports to live actively.

Strategy's Expected Result/Impact: Improve student health

Staff Responsible for Monitoring: Nurse, P.E. Teacher, Admin

Action Steps: Nurse and P.E. teacher collaborate and identify topics to discuss with students that promote a healthy lifestyle. P.E. teacher will deliver lessons that discuss these topics. Nurse will have an assembly to discuss wellness.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools

Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Students will receive intervention every day in addition to after school tutorials.
1	1	2	1	Students will participate in Imagine Literacy weekly to increase reading proficiency.
1	1	3	1	Students will participate in interventions, tutorials and imagine literacy to meet HFWE
2	1	1	1	Students will receive intervention every day in addition to after school tutorials.
2	1	2	1	Students will participate in Imagine Math weekly to increase math proficiency.
2	1	3	1	Students will practice with multiplication flashcards daily and will take a weekly multiplication test to improve math fact fluency.
3	1	1	1	Students will participate in daily tutorials, interventions, Imagine literacy

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Students will receive intervention every day in addition to after school tutorials.
1	1	2	1	Students will participate in Imagine Literacy weekly to increase reading proficiency.
1	1	3	1	Students will participate in interventions, tutorials and imagine literacy to meet HFWE
2	1	1	1	Students will receive intervention every day in addition to after school tutorials.
2	1	2	1	Students will participate in Imagine Math weekly to increase math proficiency.
2	1	3	1	Students will practice with multiplication flashcards daily and will take a weekly multiplication test to improve math fact fluency.
3	1	1	1	Students will participate in daily tutorials, interventions, Imagine literacy

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Students will receive intervention every day in addition to after school tutorials.
1	1	2	1	Students will participate in Imagine Literacy weekly to increase reading proficiency.
1	1	3	1	Students will participate in interventions, tutorials and imagine literacy to meet HFWE
2	1	1	1	Students will receive intervention every day in addition to after school tutorials.
2	1	2	1	Students will participate in Imagine Math weekly to increase math proficiency.
2	1	3	1	Students will practice with multiplication flashcards daily and will take a weekly multiplication test to improve math fact fluency.
3	1	1	1	Students will participate in daily tutorials, interventions, Imagine literacy

State Compensatory

Budget for 240 Sherman Elementary School

Total SCE Funds: \$136,204.37

Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

Sherman's SCE funds are used to fund four teachers' salaries. The salaries funded are two bilingual teachers, one ESL teacher and one gen ed teacher. These teaching positions supplement the regular education program based on our campus demographics and the number of student they are serving who are at-risk.

Personnel for 240 Sherman Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jara-Reyes, Jose	Tchr, Bilingual	1
Nguyen, Holly Mai	Tchr, Third Grade	1
Soto, Guadalupe Debra	Tchr, Fourth Grade	1
Terrones, Narda Josefina	Tchr, Bilingual	1
Vacant	Lecturer, Hrly	0.25
Vacant	Lecturer, Hrly	0.25

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Sherman Elementary is a Title I campus located in the Near Northside of Houston. While 94.2% of our students are identified as economically disadvantaged and the median household income of the surrounding community is less than \$22,000, Sherman Elementary does not see these realities as excuses for failure; rather, we see these realities as motivation for improvement. Sherman was designated an Improvement Required campus for the 2018-2019 school year. Sherman staff and students were able to meet state standards in two of the three domains per the Texas Education Agency Accountability Ratings and the school is no longer in IR status. Sherman was rated a “C” overall for the 2019-2020 school year and due to the cancellation of STAAR testing in May 2020, Sherman retains its "C" rating for the 2020-2021 school year.

Students in all grade levels showed growth in both reading and math. Fifty-two percent of third grade students scored approaches, 20% meets and 8% mastered. In third grade math, 64% scored approaches, 38% meets and 10% mastered. In fourth grade reading, 67% scored approaches, 25% scored meets, 6% scored masters for an overall growth of 72%. In math, 60% scored approaches, 33% scored meets and 11% mastered for overall growth of 79%. In fifth grade reading, 73% scored approaches, 27% met, and 14% mastered for growth of 84%. In math 55% scored approaches, 25% met and 13% mastered. The student growth levels and passing percentages highly contributed to Sherman meeting Domains II and III and helped the campus get out of IR status.

For the 2018-2019 school year, Sherman Elementary School was an Improvement Required Campus based on Spring 2018 STAAR results. The school’s overall scaled score was a 59. The scale scores for Domain 1: Student Achievement was 56 rated as Improvement Required. Domain 2: School Progress was a 59 rated as Improvement Required. Domain 3: Closing the Gaps was a 59 rated as Improvement Required. All students passing percent for approaches, meets and masters decreased by 9 percentage points from the previous year from 71% to 62%. Reading overall approaches, meets and masters decreased by 10 percentage points from 69% to 59%. Third reading was at 54% for approaches, meets and masters, while fourth grade was at 46%. Fifth grade reading was at 69% for approaches, meets and masters. Math overall dropped 11 percentage points from 78% to 67% from the previous year. Third grade math scored 46%, Spanish third grade 62%, fourth grade 73% and fifth grade 68%. Third grade decreased by 18%, fourth grade 11% and fifth grade 14%. Writing overall scores decreased by 8 percentage points from 60% to 52% for approaches, meets and masters from the previous year. The science overall scores decreased by 6 percentage points from 67% to 61% for approaches, meets and masters. One root cause for the decreased reading and writing scores at fourth grade was our Spanish transition into English at fourth grade. Additionally, writing scores decreased because campus-wide writing instruction has been inconsistent in lower grades. Due to COVID-19 and the closure of school on March 12, 2020. The STAAR Test spring administration was cancel. Teachers and parents work together to ensure during school closures that students continue learning and growing academically.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- Community Feedback
- Staff feedback
- Faculty Meetings
- Climate Surveys

- SDMC

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- formative assessments
- summative assessments
- REN360 data
- BRR
- PLC's
- SDMC
- Staff meetings

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- School website
- By request in main office

The SIP was made available to parents by:

- Posting it on the school website
- Posting it on Class DoJo

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Daily intervention
- tutorials
- after school program

2.5: Increased learning time and well-rounded education

Academic success for all students is a priority at Sherman Elementary. Students receive intervention daily and participate in at least 45 minutes of Imagine Literacy and Imagine Math weekly. Students also have access to books on their level and books that satisfy their interests in their reading and math classrooms. Sherman partners with the Barbara Bush Foundation and the Dolly Parton Imagine Library to build each students personal home library as students are given books throughout the year, which increases their learning time both on and off campus. We also partner with the Rice University Mathematics Project, Stem Detective and Golding Touch to provide our teachers additional strategies, resources, coaching and feedback from math, science and reading professionals respected in their fields of expertise. Teachers also participate in bi-weekly after school Achieve 180 PD on alternating Wednesdays that are data driven that provide teachers additional resources and strategies to aligned to district expectations to better serve their students. Additional ways we increase learning time and a well-rounded education for our students include:

Daily intervention

- after school and Saturday tutorials
- after school program
- school field trips (virtual and in-person when available)
- tailored instruction
- visual aides
- Weekly/Daily Imagine Reading and Imagine Math participation
- bi-weekly checkpoints to address learning gaps

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas through weekly PLC's, after school PD and additional coaching from RUSMP, Stem Detective and Golding Touch
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly At-Bats
- Small Group Instruction based on student data needs
- Visual aids
- Daily Intervention

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Sherman Elementary 2021-2022 Parent and Family Engagement Policy:

- Racquel Rosenbalm (principal)
- Ana Steen (teacher specialist, Title I Coordinator)
- Alejandra Davis (SPED coordinator)
- Alejandra Rangel (Parent)
- Esmeralda Padron (teacher)
- Wendy Gomez Plata (teacher)
- Jackson Guillen (community member, CODA)
- Frank Sierra (community member, HPD)

The PFEP was distributed on 9/22/2021.

- The PFEP is available on the campus website
- The PFEP was sent home with all students on 9/23/2021

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Hosting several events during and after the school day: Coffee with the Principal, Open House, Meet the Teacher, STAAR Game Night, Family Literacy Night, Family Math Night and Science Night
- Sending out weekly updates via ClassDojo
- Sending call-out to remind parents of events, opportunities to become involved in students' schooling
- Providing parents a look into everyday school life via updates on Class DoJo and social media, hosting Fall and Spring Festivals and monthly community garage sales to increase parent involvement and school-community partnerships

3.2: Offer flexible number of parent involvement meetings

The campus provides four Title I Parent Meetings and each meeting has an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 AM- September 22, 2021
- Meeting #1 PM - September 23, 2021
- Meeting #2 AM - December 8, 2021
- Meeting #2 PM - December 9, 2021
- Meeting #3 AM - March 9, 2022
- Meeting #3 PM - March 10, 2022
- Meeting #4 AM - May 11, 2022
- Meeting #4 PM - May 12, 2022

In addition to these four Title I Parent Meetings, there is a monthly Coffee with the Principal Meeting that is in-person from September - May. During these monthly meetings the

principal shares important campus information, community partners also attend to give parents useful information on services they have access to throughout the area for no cost to minimal cost. The district FACE Department also attends these meetings and shares other important parent/student information and training's. Parents are also given an opportunity to share their comments and concerns and give feedback during each meeting.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daiikhanh Huynh	Teacher Specialist	Teacher Specialist	100%

Addendums

SIP APPROVAL 2021-2022

School Name and Campus #: Sherman Elementary

Principal Name: Racquel Rosenbalm

Area Office: Elementary School Office 2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/22/2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

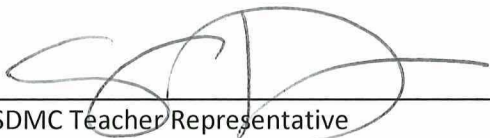

Principal

9/29/2021
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative


9/22/2021
Date


SDMC Teacher Representative

9/29/2021
Date


School Support Officer/Lead Principal

9/29/2021
Date


Area Office Superintendent

9-24-21
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date