

SWEET HOME INDEPENDENT SCHOOL DISTRICT



District & Campus Improvement Plan 2023-2024

Board Approval Date: December 11, 2023

Vision Statement *(Adopted 2023)*

- Our students thrive in a safe, inclusive, and nurturing environment that fosters academic success and prepares them for life beyond the classroom.
- We build cohesive relationships and promote collaboration among students, staff, families, and community.
- We create socially-emotionally sound students who can navigate the complexities of the world with resilience and self-awareness.
- We equip all students with the necessary knowledge, skills, and competencies to succeed in college, career, and life supporting their whole being.
- We empower students to reach their full potential, become lifelong learners, responsible citizens, and active community members through rigorous academics, innovative learning experiences, and a strong commitment to their well-being.

Mission Statement *(Adopted 2023)*

The mission of Sweet Home ISD is to provide a safe, nurturing, and secure learning environment that fosters accountability, integrity, respect, empathy, and connectedness. We believe in building strong relationships based on camaraderie and mutual respect with everyone in our community. We strive to create a culture of inclusivity where everyone feels valued and supported, and where everyone can thrive academically, socially, and emotionally. We are committed to promoting growth and success of our students, staff, and families through collaborative efforts that strengthen our community and enhance the quality of education we provide.

Strategic Plan Goals *(Adopted 2023)*

1. Sweet Home ISD will provide adequate faculty and staff professional development and engaging learning experiences so that all students and staff are encouraged to meet their highest potential.
2. Sweet Home ISD will provide professional development opportunities for employees to successfully teach and embed technology within academics.
3. Sweet Home ISD will provide professional development opportunities for staff that encourage positive interactions with district stakeholders, along with hiring employees with interpersonal and professional skills that foster a safe environment for continual partnerships.
4. Sweet Home ISD will implement measures to provide safety and security to all students, staff, and community members.
5. Sweet Home ISD will develop and follow a transparent budget process, including feedback from Sweet Home ISD stakeholders.
6. Sweet Home ISD will source the resources and support to provide quality facilities for a successful learning environment.

Contents

Vision Statement.....	1
Mission Statement.....	1
Strategic Plan Goals.....	1
Planning and Decision-Making Committee.....	4
Comprehensive Needs Assessment.....	5
Demographics.....	5
Student Learning.....	8
School Processes and Programs.....	11
Perceptions.....	14
Priority Problem Statements.....	18
Comprehensive Needs Assessment Data Documentation.....	19
SWEET HOME ISD GOALS.....	20
1. Sweet Home ISD will increase student achievement by providing rigorous learning opportunities and curriculum that meets students’ needs for achieving exemplary academic success.....	20
2. Sweet Home ISD will provide a balanced and appropriate curriculum for all students ensuring that students in special programs are served according to their individual needs.....	20
3. Sweet Home ISD will provide and maintain a safe, positive learning environment that encourages respect, responsibility, and opportunities to make healthy choices.....	20
4. Sweet Home ISD will recruit, develop, and retain highly qualified and effective personnel.....	20
5. Sweet Home ISD will establish and maintain parent and community partnerships in education to enhance student achievement including internal and external communication strategies designed to improve community relations and student performance.....	20
6. Sweet Home ISD will provide the technology infrastructure and tools to maximize student achievement.....	20
7. Sweet Home ISD will work to ensure that all students remain in school and have the requisite tools to succeed through graduation.....	20
Every Student Succeeds Act (ESSA) Goals.....	21

Performance Goal 1:	All students will reach high standards, at a minimum attaining proficiency or better in.....	21
	reading/language arts and mathematics.....	21
Performance Goal 2:	All limited English proficient students will become proficient in English and reach high	21
	academic standards, at a minimum attaining proficiency or better in reading/language	21
	arts and mathematics.	21
Performance Goal 3:	All students will be taught by highly qualified teachers.	21
Performance Goal 4:	All students will be educated in learning environments that are safe, drug-free and	21
	conducive to learning.....	21
Performance Goal 5:	All students will graduate from high school.....	21

Planning and Decision-Making Committee

Dr. Candace Pohl – Superintendent/Principal

Jennifer Pohler – Special Programs Coordinator

Bethany Page – Teacher

Kim Shannon – Teacher

Erica Cook - Teacher

Dawn Points – Faculty

Jordan Sluka – Parent

Michelle Wiggins – Parent

Jessica Kusak – Business Partner

Comprehensive Needs Assessment

Demographics

Demographic Summary

Sweet Home is an unincorporated community in Lavaca County, Texas. Sweet Home is located on Farm Roads 318 and 531 south of Mustang Creek in the west of the county. It was named when the first settlers found the conditions there ideal for home life. The first post office was established in 1852 and in 1860, George West established a store, a hotel, and stables. In 1887, the San Antonio and Aransas Pass Railway built five miles south of town, Mr. West sold his buildings to Jan Matusek and moved his store to the railroad. By 1890, Sweet Home had six stores. By 1948, the town had twelve stores, a recreation hall, and a church for its population of 350.

Sweet Home ISD is a single campus PK-8th grade targeted Title I school district in Region 3.

Student Enrollment			2023-2024 Class Sizes									
	Snapshot Total	Transfer In	Pre-K	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2023-2024	148	89	16	19	13	15	10	16	13	17	8	12
2022-2023	145	89										
2021-2022	136	88										

Student Demographics				
	2022-2023		2023-2024	
African American	0	0%	1	0.68%
American Indian	0	0%	0	0%
Asian	0	0%	0	0%
Hispanic	15	10.34%	18	12.16%
Native Hawaiian	0	0%	0	0%
White	127	87.59%	125	84.46%
Two or More	3	2.07%	4	2.70%

Student Program Information				
	2022-2023		2023-2024	
Economically Disadvantaged	29	20.00%	28	18.92%
At-Risk	21	14.48%	22	14.86%
Foster Care	1	0.69%	0	0%
Military Connected	1	0.69%	1	0.68%
Homeless	8	5.52%	0	0%
Title I Targeted Assistance	25	17.24%	28	18.92%
Gifted & Talented	8	5.52%	10	6.76%
Emergent Bilingual	0	0.00%	1	0.68%
Special Education	9	6.21%	17	11.49%
Dyslexia	5	3.45%	8	5.41%
Section 504	15	10.34%	16	10.81%

Faculty and Staff Demographics		
21 Full-Time Employees		3 Part-Time Employees
<ul style="list-style-type: none"> • 1 Superintendent/Principal • ½ Certified PE Teacher / ½ Administrative Intern • 10 Certified Classroom Teachers • 1 Special Education Teacher • ½ JH Soc St. Teacher / ½ RtI Teacher 	<ul style="list-style-type: none"> • 1 Office Paraprofessional • ½ Office Paraprofessional / ½ Instructional Paraprofessional • 3 Instructional Paraprofessionals • 2 Cafeteria Paraprofessionals • *1 Full-Time Nurse (Region 3 Grant-Funded) 	<ul style="list-style-type: none"> • 1 Custodian/Maintenance (26 hrs/wk) • 1 Counselor (8 hrs/wk) • 1 Technology Support (10 hrs/month)

2023-2024 Staff Certifications

Elem Rdg 1-8	Elem Math 1-8	Elem Sci 1-8	Elem Self Cont	Generalist EC-4	Generalist EC-6	Core Subject EC-6	Generalist 4-8	ELAR 4-8	Soc St 4-8	Sci 4-8	ELAR 7-12	Sci 8-12	Life Sci 8-12	Sec. Math 6-12	SPED EC-12	ESL EC-6	ESL EC-8	PE EC-12	Princ EC-12	Super EC-12
					X															
				X											X					
					X											X				
						X*										X				
X			X												X					
								X	X		X					X		X		
						X	X													
				X			X												X	X
					X				X	X		X			X			X		
X	X	X	X										X							
														X	X					
X			X												X					
				X			X										X			

Demographic Strengths

Sweet Home ISD boasts a small teacher: student ratio in most grade levels allowing for individual student attention.

Problem Statements Identifying Demographic Needs

Problem Statement 1 (Prioritized): With a teacher turnover rate of near 50% for the 2022-2023, Sweet Home ISD needs to ensure retention of high-quality certified teaching staff.

Problem Statement 2 (Prioritized): With the legislative change making dyslexia a special education service, our special education program numbers continue to increase.

Student Learning

Student Learning Summary

Beginning with our youngest scholars, our Pre-K students work hard all year to master content skills in various domains. During October 2023, our student's academic outcomes resulted in the following on the Circle Assessment:

- Phonological Awareness = 94% overall on track;
- Math = 94% overall on track.

Kindergarten students took their beginning of the year test in October 2023. Based on the results of the Texas Kindergarten Entry Assessment, (TxKEA), our student's academic outcomes resulted in the following:

- Vocabulary = 100% on track;
- Literacy = 86% on track;
- Math = 95% on track.
-

Students in 1st and 2nd grade are assessed using the TPRI Reading Assessment. Below are the results for 1st grade for October 2023:

- Letter Sounds = 100%
- Word Reading = 50%
- Blending Phonemes = 64%

Below are the results for 2nd grade for October 2023:

- Spelling = 71%
- Word Reading = 57%
- Comprehension = 100%

Students in grades 3-8 took the STAAR online assessment in May 2023. Those results are outlined in the following tables:

STAAR Score Comparison 2022 and 2023

All Subjects/All Grade Levels/All Student Group

	Reading 2022	Reading 2023	Math 2022	Math 2023	Science 2022	Science 2023	Social Studies 2022	Social Studies 2023
Approaches	93%	88%	95%	90%	83%	88%	100%	77%
Meets	75%	64%	62%	67%	67%	44%	77%	46%
Masters	48%	37%	26%	27%	42%	13%	54%	15%

STAAR Scores 2023

By Grade Level

	3 rd			4 th			5 th			6 th			7 th			8 th		
	A	M	M	A	M	M	A	M	M	A	M	M	A	M	M	A	M	M
Reading/ELA	94%	47%	24%	64%	57%	21%	95%	63%	53%	78%	67%	11%	100%	82%	6%	92%	77%	54%
Math	100%	71%	29%	71%	50%	14%	89%	53%	21%	100%	56%	44%	91%	91%	18%			
Science							79%	26%	5%							100%	69%	23%
Social Studies																77%	46%	15%
Algebra I EOC																100%	100%	55%

STAAR Score Comparison 2022 and 2023 – ELA/READING

All Grade Levels/By Student Group

	Hispanic		White		Economically-Disadvantaged		Special Education	
	22	23	22	23	22	23	22	23
Approaches	100%	90%	92%	89%	93%	85%	67%	60%
Meets	80%	70%	77%	63%	50%	62%	50%	20%
Masters	50%	40%	50%	37%	43%	31%	0%	20%

STAAR Score Comparison 2022 and 2023 – MATH

All Grade Levels/By Student Group

	Hispanic		White		Economically-Disadvantaged		Special Education	
	22	23	22	23	22	23	22	23
Approaches	100%	90%	95%	90%	93%	85%	67%	60%
Meets	50%	80%	65%	63%	57%	54%	17%	20%
Masters	20%	30%	28%	27%	0%	0%	17%	0%

Our Accountability Rating for the 2021-2022 school year is as follows:

Domain	Score	Rating
Student Achievement	92	A
School Progress: Academic Growth	94	A
School Progress: Relative Performance	82	B
Closing the Gaps	100	A

Sweet Home ISD received an overall accountability of an A for the 2021-2022 school year earning 2 distinctions: School Progress and Closing the Gaps.

Although accountability ratings have not been finalized by TEA for 2022-2023, our scores are as follows:

Domain	Score	Rating
Student Achievement	89	
School Progress: Academic Growth	No Data	
School Progress: Relative Performance	69	
Closing the Gaps	67	

Student Learning Strengths

Due to the change in testing for 2023, such as online assessments and short answer questions, TEA has suggested that campuses and districts not compare the scores between the 2022 and 2023 STAAR assessments. In looking at Sweet Home's 2023 scores, strengths include 88% of all students scoring approaches in Reading/ELA and Science and 90% of all student scoring approaches in Math. Grades 3, 5, 7, and 8 scored in the 90th percentile for Reading/ELA approaches. Grades 3 and 6 had 100% passing at Approaches in Mathematics. In grade 8, 100% of students scored approaches in Science and 100% of students scored approaches and meets in Algebra I.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grade 4 reading and math STAAR scores and grade 6 reading STAAR scores did not meet the campus goal of 90% passing at the Approaches level.

Problem Statement 2 (Prioritized): Students identified for special programs should be expected to meet or exceed one year of growth.

School Processes and Programs

School Processes and Program Summary

A staff survey was conducted in late November 2023 in order to get their thoughts on systems and procedures from the current semester. The results are outline in the table below:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I like working at this school	62.5%	31.3%	0%	6.3%
Other staff like working at this school.	56.3%	43.8%	0%	0%
The school is a great place for students to come to get an education.	81.3%	18.8%	0%	0%
I am committed to the vision and mission of this school.	87.5%	12.5%	0%	0%
My school building is clean.	12.5%	43.8%	43.8%	0%
I feel safe when I am at school.	56.3%	37.5%	6.3%	0%
I sometimes worry about being a victim of crime because of the school I work in.	0%	18.8%	25%	56.3%
This school places a lot of emphasis on academic standards.	50%	50%	0%	0%
This school appropriately prepares students for their next grade level.	37.5%	62.5%	0%	0%
There are not many resources available to underachieving students.	6.3%	25%	62.5%	6.3%
The curriculum offered to students at this school is challenging and creative.	6.3%	75%	18.8%	0%
Adults in this school have high expectations for students' success.	68.8%	31.3%	0%	0%
Teachers at this school respect each other's opinions.	43.8%	50%	6.3%	0%
I respect/value other teachers' input when it comes to school matters.	75%	25%	0%	0%
Teachers show respect for students at this school.	75%	25%	0%	0%
I have the opportunity to do what I do best every day.	62.5%	37.5%	0%	0%
I receive recognition or praise when I do good work.	43.8%	50%	6.3%	0%
My principal seems to care about me as a person.	75%	25%	0%	0%
My principal encourages my development.	75%	25%	0%	0%
My principal seeks my input when making decisions that impact the work I do.	75%	18.8%	6.3%	0%
My principal treats me as a professional.	81.3%	18.8%	0%	0%
I believe my principal feels I am an effective teacher.	56.3%	43.8%	0%	0%
My principal visits my room often enough.	37.5%	62.5%	0%	0%
My principal helps me get the resources I need to do my job well.	43.8%	56.3%	0%	0%
I feel supported by my administrator when dealing with conflicts.	68.8%	31.3%	0%	0%
My principal cultivates a positive relationship among faculty members.	68.8%	31.3%	0%	0%

Teachers at this school want their students to be successful.	81.3%	18.8%	0%	0%
Teachers at this school show interest in their students as people.	81.3%	18.8%	0%	0%
Teachers at this school help students when they are having problems.	81.3%	18.8%	0%	0%
Teachers at this school try to make it a place students like to be.	75%	25%	0%	0%

The staff survey included 5 open-ended questions. Here are the responses:

I FEEL MY ADMINISTRATOR IS STRONG IN THESE AREAS:
Positivity and encouragement
Good ideas for parent/school involvement. Good leadership. Always willing to help and find answers to your questions.
Safety, Communication, and Comradery
Finding answers to questions
Positive work environment and keeps things simple but effective. Realistic expectations for teachers and understandable.
Positive
Thinking out of the box to get the job done
Leadership skills and communication
Listening, following up, being flexible, approachable, finding/known answers
Knowing the right things to say all the time!
Leadership, competence, understanding, fun
Strong leader, positive, encouraging, stands behind her teachers
Bubbly personality

I WOULD LIKE TO SEE MY ADMINISTRATOR GROW IN THESE WAYS:
N/A
A little better communication across campus
Communication
Use our time at school better to utilize tutoring and intervention. Find time or resources to give students more elective opportunities.
Continued support to the staff and teachers
(No issues so far!)
She is great!
None observed

I BELIEVE OUR SCHOOL IS WORKING WELL IN THESE AREAS:
All
Strong parent/teacher involvement and communication, strong work ethic, and strong devotion for student achievement.
Education and safety
Moving forward with bond efforts to provide safe and effective places for students and teachers
Providing instruction
Working together for the students
Caring for the kids; solid teaching
Building relationships and communication
Communication, relationships with students & parents, wanting to improve in different areas
Unity
Student achievement
Technology and computer programs

I WOULD LIKE TO SEE OUR SCHOOL CHANGE IN THESE WAYS:
N/A
Updated curriculum, a little more communication campus wide.
Be able to build a better campus.
More opportunities to work together in various ways (fun, team building, meetings on intervention, grades, etc.)
We desperately need new facilities in elementary they are falling down and I worry about the air quality and space. Provide raises
Storage space for the classroom – shelves.
Safer facilities and extra-curricular programs.
Not “encouraging” big classes by accepting transfers when class is already large, esp. if there is behavior issues, etc; catching/assessing struggling students earlier; updated/safe/clearer facilities
No AM duty so we can prepare in our classrooms before the day starts
Cleaner/updated

OTHER COMMENTS:
Overall great place to work! Would love to see a new school for the safety and overall well-being of Sweet Home.
This school is a huge blessing!! So blessed to work here!!
Having a stable and knowledgeable leader is such a blessing! Also, having someone (Page) on campus who is tech-savvy is wonderful!
On the statement about “not many resources available to underachieving students” I put “disagree” because this year we finally have intervention

options, but I feel more availability and frequency would be very beneficial to our students in need – catch them early!

Staff assignments for the following year will be reviewed in the spring and based on teacher and student data and teachers will be placed appropriately for campus needs. The leadership team is comprised of the superintendent/principal, a half-day administrative intern, and a part-time counselor.

For this school year, multiple staff development opportunities have been offered to teachers to attend at the Region service center. A concern that has been raised is the lack of staff development time on campus. In addition, teachers have shared a desire to be able to spend time planning and analyzing student data with other teachers.

Sweet Home has a variety of curriculum that is offered to our students. Sharon Wells is utilized as the primary elementary math curriculum and McGraw-Hill Wonders is the primary reading curriculum. Reading teachers have voiced concern about the lack of writing instruction included in this curriculum and have shared a lack of vertical alignment in their instruction. Teachers plan their own formative assessments throughout the year.

School Processes and Program Strengths

Based on the results from the faculty survey, overall academic expectations are high. Staff generally respects each other and works together to accomplish the vision and mission. Leadership is stable and working to support teacher and student needs.

Problem Statements Identifying School Process and Program Needs

Problem Statement 1 (Prioritized): Based on the 2023 fall semester faculty survey, current curriculum is not meeting all of our student needs. A more aligned and robust curriculum is requested.

Problem Statement 2 (Prioritized): Based on the 2023 fall semester faculty survey, improved communication is needed.

Perceptions

Perceptions Summary

A parent/guardian survey was distributed on November 30, 2023. The due date for this survey is December 20th. The following table summarizes responses that have been received through December 8th. As of December 8th, 41 families have returned the survey, equating to about 60 students. The results are outlined in the tables below:

ACADEMICS/INSTRUCTION	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The school has high expectations for all students.	68.29%	24.39%	7.30%	0%	0%
Schoolwork is meaningful and relevant.	61%	34.14%	4.88%	0%	0%
Teachers do whatever it takes to help my child(ren) meet high academic standards.	90.24%	4.88%	2.40%	2.40%	0%
Teachers make adjustments to meet individual student needs.	65.85%	24.39%	7.30%	2.40%	0%
Classes challenge students to think critically and problem solve.	61%	29.26%	7.30%	2.40%	0%
Students receive detailed information about the quality of work they do.	53.66%	31.70%	14.63%	0%	0%
Teachers give students extra help if it is needed.	61%	36.59%	2.40%	0%	0%
I am satisfied with the academic support provided by the school for my child(ren)'s needs.	92.68%	4.88%	0%	2.40%	0%
I am satisfied with the academic progress of my child(ren).	61%	34.14%	4.88%	0%	0%
The level of homework provided for my child(ren) is appropriate.	61%	31.70%	7.30%	0%	0%
I have a good understanding of the academic requirements for my child(ren).	63.41%	31.70%	2.40%	2.40%	0%
	67.19%	26.16%	5.53%	1%	0%

LEARNING ENVIRONMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child(ren) is/are prepared for his/her next academic year.	46.34%	41.46%	9.76%	4.88%	0%
My child(ren) has/have a sense of belonging at this school.	56.09%	39.02%	4.88%	0%	0%
The overall approach to classroom management works well for my child(ren).	51.22%	41.46%	7.30%	0%	0%
The activities offered at SHISD match my child(ren)'s interests.	46.34%	31.70%	19.51%	2.40%	0%
My child(ren) is/are comfortable asking for help from their teacher.	56.09%	39.02%	4.88%	0%	2.40%
My child(ren) is/are motivated to do well in school.	61%	36.59%	0%	2.40%	0%
My child(ren) is/are learning responsibility and organization skills in school.	53.66%	36.59%	9.76%	0%	0%
	52.96%	37.98%	8.01%	1.38%	0%

SCHOOL SAFETY	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My child(ren) feel/s safe at school.	70.73%	29.26%	0%	0%	0%
I worry about violence at my child(ren)'s school.	43.90%	34.14%	9.76%	2.40%	9.76%
If my child has a concern, he/she feels comfortable talking to an adult at school.	48.78%	34.14%	4.88%	9.76%	2.40%
The school staff care about my child(ren)'s mental health and well-being.	63.41%	31.70%	0%	4.88%	0%
Appropriate mental health services are provided for my child(ren).	31.70%	43.90%	19.51%	2.40%	0%
Appropriate support for families and/or outside resources are provided if needed.	43.90%	39.02%	17.07%	0%	0%
I am satisfied with the level of control the school maintains on entrances and exits.	56.09%	36.59%	2.40%	0%	4.88%
I am satisfied with the school's safety policies.	53.66%	46.34%	0%	0%	0%
	51.52%	36.89%	7%	2%	2%

SCHOOL CULTURE/CLIMATE	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students respect those who are different from them at SHISD.	48.78%	39.02%	4.88%	7.30%	0%
The adults in the school show respect for all students.	48.78%	29.26%	4.88%	2.40%	2.40%
Discipline problems are handled fairly.	43.90%	39.02%	16.67%	0%	0%
School leaders act fairly and with integrity.	48.78%	48.78%	2.40%	0%	0%
Teachers are working to become better teachers.	43.90%	43.90%	12.20%	0%	0%
The adults in the school show respect for each other.	48.78%	43.90%	7.30%	0%	0%
School leaders show they care about all students.	51.22%	46.34%	2.40%	0%	0%
The adults in the school work well together.	53.66%	36.59%	9.76%	0%	0%
The school works with many community organizations to support its students.	48.78%	43.90%	7.30%	0%	0%
Many parents and adults from the community come and help at the school.	29.26%	43.90%	12.20%	2.40%	0%
As a parent, I feel welcome at the school.	56.09%	34.14%	9.76%	0%	0%
I am satisfied with the extracurricular activities offered by the school (i.e. art, athletics, garden club, etc.)	43.90%	29.26%	9.76%	4.88%	0%
	47.15%	39.83%	8.29%	1.42%	0%

COMMUNICATION *33 Respondents	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There is frequent, two-way communication between school staff and families.	42.42%	45.45%	4.88%	4.88%	0%
School staff listen carefully when I express my opinions or concerns.	51.52%	33.33%	12.12%	3.03%	0%
The school contacts the families of students who are struggling academically.	39.39%	36.36%	12.12%	12.12%	0%
I am satisfied with the communication I receive from the school.	39.39%	42.42%	9.09%	4.88%	3.03%
I am satisfied with the communication I receive from my child(ren)'s teacher(s).	48.48%	36.36%	9.09%	3.03%	3.03%
My child(ren)'s teacher(s) provides (at a minimum) a weekly folder.	48.48%	39.39%	9.09%	30.30%	0%
I find the Thursday folder helpful.	69.70%	30.30%	0%	0%	0%
I have met with a teacher this school year regarding my child(ren).	51.52%	36.36%	9.09%	0%	3.03%
I want to continue the early release (2:30 p.m.) on Fridays.	51.52%	27.27%	12.12%	4.88%	3.03%
I would consider a 4-day school week for the 2024 school year.	42.42%	9.09%	24.24%	12.12%	15.15%
	48.48%	33.63%	10.18%	7.52%	3%

Perception Strengths

Based on the data received to date from the family survey, the academics and instruction level is rated the highest overall with 93% of families that responded agreeing or strongly agreeing with the statements. Specifics include over 95% of respondents feel that “teachers do whatever it takes to help my child(ren) meet high academic standards” and almost 98% of respondents feel that they “are satisfied with the academic support provided by the school for their child(ren) needs.” Almost 100% of respondents agreed that “their child(ren) feel safe at school” and 100% of respondents “find the Thursday folder helpful.”

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 77% of respondents feel the extracurricular activities match their child(ren)’s interests.

Problem Statement 2 (Prioritized): 74% of respondents feel appropriate mental health services are provided for their child.

Problem Statement 3 (Prioritized): Overall, communication as a whole represents a lower satisfaction level when compared to the other sections.

Needs Assessment Procedures and Findings

Priority Problem Statements

Demographic Needs
Problem Statement 1 (Prioritized): With a teacher turnover rate of near 50% for the 2022-2023, Sweet Home ISD needs to ensure retention of high-quality certified teaching staff.
Problem Statement 2 (Prioritized): With the legislative change making dyslexia a special education service, our special education program numbers continue to increase.
Student Learning Needs
Problem Statement 1 (Prioritized): Grade 4 reading and math STAAR scores and grade 6 reading STAAR scores did not meet the campus goal of 90% passing at the Approaches level.
Problem Statement 2 (Prioritized): Students identified for special programs should be expected to meet or exceed one year of growth.
School Process and Program Needs
Problem Statement 1 (Prioritized): Based on the 2023 fall semester faculty survey, current curriculum is not meeting all of our student needs. A more aligned and robust curriculum is requested.
Problem Statement 2 (Prioritized): Based on the 2023 fall semester faculty survey, improved communication is needed.
Perceptions Needs
Problem Statement 1 (Prioritized): 77% of respondents feel the extracurricular activities match their child(ren)'s interests.
Problem Statement 2 (Prioritized): 74% of respondents feel appropriate mental health services are provided for their child.
Problem Statement 3 (Prioritized): Overall, communication as a whole represents a lower satisfaction level when compared to the other sections.

Comprehensive Needs Assessment Data Documentation

Improvement Planning Data

- District goals
- Performance Objectives with summative review (21-22)
- District/Campus Improvement Plan (21-22)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR)
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems data

Student Data: Assessments

- State and federal required assessment information
- STAAR current and past results
- Texas approved PreK-2nd grade assessment data
- State-developed online interim assessments

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning
- Faculty survey and/or other feedback

SWEET HOME ISD GOALS




1. Sweet Home ISD will increase student achievement by providing rigorous learning opportunities and curriculum that meets students' needs for achieving exemplary academic success.
2. Sweet Home ISD will provide a balanced and appropriate curriculum for all students ensuring that students in special programs are served according to their individual needs.
3. Sweet Home ISD will provide and maintain a safe, positive learning environment that encourages respect, responsibility, and opportunities to make healthy choices.
4. Sweet Home ISD will recruit, develop, and retain highly qualified and effective personnel.
5. Sweet Home ISD will establish and maintain parent and community partnerships in education to enhance student achievement including internal and external communication strategies designed to improve community relations and student performance.
6. Sweet Home ISD will provide the technology infrastructure and tools to maximize student achievement.
7. Sweet Home ISD will work to ensure that all students remain in school and have the requisite tools to succeed through graduation.

Every Student Succeeds Act (ESSA) Goals

- Performance Goal 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 3:** All students will be taught by highly qualified teachers.
- Performance Goal 4:** All students will be educated in learning environments that are safe, drug-free and conducive to learning.
- Performance Goal 5:** All students will graduate from high school.

Goal 1: Sweet Home ISD will increase student achievement by providing rigorous learning opportunities and curriculum that meets students’ needs for achieving exemplary academic success.

Performance Objective 1: By June 2024, 92% of students will reach at least Approaches and at least 70% will reach Meets on the Spring 2024 STAAR Reading and Math 3rd – 8th grade assessment. In addition, 100% of Algebra I testers will reach the Masters level on the Spring 2024 Algebra I EOC assessment.

Strategy 1	Reviews			
Implement a PLC process and training to analyze and discuss data to identify and address students’ needs on a continual basis. Strategy’s Expected Result/Impact: Increase in student achievement and increase in teacher development Staff Responsible: Classroom Teachers; Administrative Staff Timeline: Ongoing Correlations to Title I Schoolwide Components: 1,2,3,4,9,10 Problem Statements: Demographics - 1; Student Learning Needs – 1 and 2; School Processes and Program Needs - 1	Formative			Summative
	October	December	March	June
	 Continue/Modify			
Strategy 2	October	December	March	June
In-school tutorials will be provided to all students working below grade level in math and reading. Strategy’s Expected Result/Impact: Students will have opportunities in a small group setting to practice reading and math to increase their comprehension. Staff Responsible: Classroom teachers Timeline: Ongoing Correlations to Title I Schoolwide Components: 9 Problem Statements: Student Learning Needs – 1 and 2	 Continue/Modify			
Strategy 3	October	December	March	June
Teachers and superintendent/principal will disaggregate data and make adjustments to research-based instructional programs as necessary.	 Continue/Modify			

<p>Strategy's Expected Result/Impact: Analyzing data to determine areas of strength and weakness for individual students will allow classroom teachers to adjust their instruction to ensure all students meet appropriate thresholds.</p> <p>Staff Responsible: Principal/Superintendent; Classroom Teachers; Special Education Coordinator; Intervention Teacher</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 8</p> <p>Problem Statements: Demographics - 1; Student Learning Needs – 1 and 2; School Processes and Program Needs - 1</p>				
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No Progress



Accomplished






Continue/Modify




Discontinue

Goal 1: Sweet Home ISD will increase student achievement by providing rigorous learning opportunities and curriculum that meets students’ needs for achieving exemplary academic success.

Performance Objective 2: By June 2024, 90% of students will reach at least Approaches and at least 70% will reach Meets on the Spring 2024 STAAR Science (5th and 8th grade) and Social Studies (8th grade) assessments.

Strategy 1	Reviews			
	Formative			Summative
	October	December	March	June
Implement a PLC process and training to analyze and discuss data to identify and address students’ needs on a continual basis. Strategy’s Expected Result/Impact: Increase in student achievement and increase in teacher development Staff Responsible: Classroom Teachers; Administrative Staff Timeline: Ongoing Correlations to Title I Schoolwide Components: 1,2,3,4,9,10 Problem Statements: Demographics - 1; Student Learning Needs – 1 and 2; School Processes and Program Needs - 1	 Continue/Modify			
Strategy 2	October	December	March	June
In-school tutorials will be provided to all students working below grade level in science and social studies. Strategy’s Expected Result/Impact: Students will have opportunities in a small group setting to practice science and social studies to increase their comprehension. Staff Responsible: Classroom Teachers Timeline: Ongoing Correlations to Title I Schoolwide Components: 9 Problem Statements: Student Learning Needs – 1 and 2	 Continue/Modify			
Strategy 3	October	December	March	June
Teachers and superintendent/principal will disaggregate data and make adjustments to research-based instructional programs as necessary.	 Continue/Modify			

<p>Strategy's Expected Result/Impact: Analyzing data to determine areas of strength and weakness for individual students will allow classroom teachers to adjust their instruction to ensure all students meet appropriate thresholds.</p> <p>Staff Responsible: Principal/Superintendent; Classroom Teachers; Special Education Coordinator; Intervention Teacher</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 8</p> <p>Problem Statements: Demographics - 1; Student Learning Needs – 1 and 2; School Processes and Program Needs - 1</p>				
<p>Strategy 4</p>	<p>October</p>	<p>December</p>	<p>March</p>	<p>June</p>
<p>Continue educational Field Trips such as Goliad – Rio Rio, State Capitol, Bob Bullock Museum, Holocaust Museum, and Alamo to provide relevance to student studies.</p> <p>Strategy's Expected Result/Impact: Analyzing data to determine areas of strength and weakness for individual students will allow classroom teachers to adjust their instruction to ensure all students meet appropriate thresholds.</p> <p>Staff Responsible: Principal/Superintendent; Classroom Teachers; Special Education Coordinator; Intervention Teacher</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 8</p> <p>Problem Statements: Student Learning Needs – 1 and 2; Perceptions Need - 1</p>	<p> Continue/Modify</p>			



No Progress



Accomplished





Continue/Modify



Discontinue

Goal 1: Sweet Home ISD will increase student achievement by providing rigorous learning opportunities and curriculum that meets students’ needs for achieving exemplary academic success.

Performance Objective 3: By June 2024, Reading and Math curriculum documents will reflect vertical alignment and the level of rigor required for high academic achievement.

Strategy 1	Reviews			
	Formative			Summative
	October	December	March	June
<p>Revise the district scope and sequence and evaluate data to drive rigorous instruction and professional development based on assessment reviews, staff feedback, and program evaluations for Reading and Math curriculum in K-8th grade.</p> <p>Strategy’s Expected Result/Impact: Student achievement will increase. Staff Responsible: Classroom Teachers; Superintendent/Principal Timeline: Ongoing Correlations to Title I Schoolwide Components: 1,2,3,4,9,10 Problem Statements: Demographics - 1; Student Learning Needs – 1 and 2; School Processes and Program Needs – 1 and 2</p>	 Continue/Modify			
Strategy 2	October	December	March	June
<p>Provide ongoing support to teachers in identified content areas with focus on instructional improvement based on district data.</p> <p>Strategy’s Expected Result/Impact: Student achievement will increase. Staff Responsible: Special Education Coordinator; Intervention Teacher Timeline: Ongoing Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographics - 1; Student Learning Needs – 1 and 2; School Processes and Program Needs – 1 and 2</p>	 Continue/Modify			



No Progress



Accomplished






Continue/Modify




Discontinue

Goal 2: Sweet Home ISD will provide a balanced and appropriate curriculum for all students ensuring that students in special programs are served according to their individual needs.

Performance Objective 1: By June 2024, 100% of students served through a special program (i.e. G/T, Special Education, Rtl, etc.) will increase their individual STAAR score by 5% through access to a differentiated curriculum.

Strategy 1	Reviews			
	Formative			Summative
	October	December	March	June
<p>Teachers that have previously earned the initial 30-hour G/T training will earn the annual 6-hour G/T update. Teachers that have not received the initial 30-hour G/T training will receive that training.</p> <p>Strategy’s Expected Result/Impact: Teachers will learn and apply differentiated instructional strategies within their classroom to increase student mastery of TEKS.</p> <p>Staff Responsible: Classroom Teachers</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 1,2,3,4,9,10</p> <p>Problem Statements: Demographics - 1; Student Learning Needs – 1 and 2; School Processes and Program Needs – 1; Perception Needs - 1</p>	 Continue/Modify			
Strategy 2	October	December	March	June
<p>Implement research-based reading intervention for dyslexic students.</p> <p>Strategy’s Expected Result/Impact: Increase student achievement by 5% and promote long-term academic achievement.</p> <p>Staff Responsible: Special Education Coordinator; Intervention Teacher</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 9</p> <p>Problem Statements: Demographics – 1 and 2; Student Learning Needs – 1 and 2; School Processes and Program Needs – 1</p>	 Continue/Modify			
Strategy 3	October	December	March	June
<p>Students who are determined to be at-risk in academic need will be identified and served through individualized intervention instruction using research-based methods.</p>	 Continue/Modify			

<p>Strategy's Expected Result/Impact: Increase student achievement by 5% and promote long-term academic achievement.</p> <p>Staff Responsible: Classroom Teachers; Intervention Teacher</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 1,2,3,4,9,10</p> <p>Problem Statements: Demographics – 1 and 2; Student Learning Needs – 1 and 2; School Processes and Program Needs – 1</p>				
<p>Strategy 4</p>	<p>October</p>	<p>December</p>	<p>March</p>	<p>June</p>
<p>Monitor the implemented strategies focused on the success of students served through the special education program including modeling and coaching to support campus needs inside the classroom (inclusion-based) and pull-out small group instruction.</p> <p>Strategy's Expected Result/Impact: Increase student achievement by 5% and promote long-term academic achievement.</p> <p>Staff Responsible: Special Education Coordinator; Intervention Teacher</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 9</p> <p>Problem Statements: Demographics – 1 and 2; Student Learning Needs – 1 and 2; School Processes and Program Needs – 1</p>	<p> Continue/Modify</p>			



No Progress



Accomplished





Continue/Modify



Discontinue

Goal 2: Sweet Home ISD will provide a balanced and appropriate curriculum for all students ensuring that students in special programs are served according to their individual needs.

Performance Objective 2: By June 2024, Sweet Home ISD will continue to provide a high-quality Pre-K program based on research-based curriculum to provide a solid academic and behavioral foundation for 100% of enrolled students.

Strategy 1	Reviews			
	Formative			Summative
	October	December	March	June
<p>Continue to implement a full-day high quality Pre-K program for 3- and 4-year-olds with a certified teacher.</p> <p>Strategy’s Expected Result/Impact: Increase Kindergarten readiness by 5% from previous year.</p> <p>Staff Responsible: Classroom Teachers</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 1,2,3,4,9,10</p> <p>Problem Statements: Student Learning Needs 1 and 2; School Processes and Program Needs - 1</p>				
Strategy 2	October	December	March	June
<p>Utilize a research-based curriculum – FrogStreet – for Pre-K students and provide professional development for Pre-K teacher.</p> <p>Strategy’s Expected Result/Impact: Student growth in program identifiers and increased Kindergarten readiness.</p> <p>Staff Responsible: Pre-K Teacher; Principal</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 9</p> <p>Problem Statements: Student Learning Needs 1 and 2; School Processes and Program Needs - 1</p>				



No Progress



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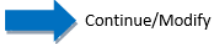

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Discontinue

Goal 3: Sweet Home ISD will provide and maintain a safe, positive learning environment that encourages respect, responsibility, and opportunities to make healthy choices.

Performance Objective 1: Sweet Home ISD will utilize a comprehensive curriculum that promotes healthy choices among students.

Strategy 1	Reviews			
	Formative			Summative
	October	December	March	June
<p>The counseling department will provide grade level appropriate character lessons.</p> <p>Strategy's Expected Result/Impact: Increase in student self-regulation, coping skills, conflict-resolution, and communication Staff Responsible: Counselor Timeline: Ongoing Correlations to Title I Schoolwide Components: 1, 10 Problem Statements: Student Learning Needs 1 and 2; School Processes and Program Needs – 1; Perceptions 2 and 3</p>				
Strategy 2	October	December	March	June
<p>Junior High students will receive appropriate health education to include dating violence, drug abuse, and making healthy choices.</p> <p>Strategy's Expected Result/Impact: Students will be educated to make appropriate decisions and choices for themselves. Staff Responsible: Nurse; Health Teacher Timeline: Ongoing Correlations to Title I Schoolwide Components: 1, 10 Problem Statements: Student Learning Needs 1 and 2; School Processes and Program Needs – 1; Perceptions 2 and 3</p>				



No Progress



Accomplished






Continue/Modify




Discontinue

Goal 3: Sweet Home ISD will provide and maintain a safe, positive learning environment that encourages respect, responsibility, and opportunities to make healthy choices.

Performance Objective 2: By June 2024, 100% of staff will participate in staff development to provide support with school safety.

Strategy 1	Reviews			
Review and practice the Standard Response Protocol with all drills. Strategy’s Expected Result/Impact: Increase awareness and readiness for all students and staff Staff Responsible: Superintendent/Principal; All Staff Timeline: Ongoing Correlations to Title I Schoolwide Components: 1,2,3,4,9,10 Problem Statements: Demographic Needs 1; School Processes 2; Perceptions 3	Formative			Summative
	October	December	March	June
	 Continue/Modify			
Strategy 2	October	December	March	June
Implement Texas School Safety Standards to address minimum school safety standards through the use of the School Safety and Security Committee. Strategy’s Expected Result/Impact: All instructional facilities will be within compliance of the School Safety Standards. Staff Responsible: Special Education Coordinator; Intervention Teacher Timeline: Ongoing Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographic Needs 1; School Processes 2; Perceptions 3	 Continue/Modify			
	Strategy 3	October	December	March
Provide staff and students training on bullying prevention and identification, suicide protocol, and behavioral threat needs through the use of the Safe and Supportive Schools Program (SSSP). Strategy’s Expected Result/Impact: Reduction in bullying incidents. Staff Responsible: Special Education Coordinator; Intervention Teacher Timeline: Ongoing Correlations to Title I Schoolwide Components: 9	 Continue/Modify			

Problem Statements: Demographic Needs 1; School Processes 2; Perceptions 3				
Strategy 4	October	December	March	June
<p>Ensure 50% of the campus staff is trained in CPR and AED.</p> <p>Strategy's Expected Result/Impact: Increase in safety preparedness. Staff Responsible: Nurse; Superintendent Timeline: Ongoing Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographic Needs 1; School Processes 2; Perceptions 3</p>	 Continue/Modify			



No Progress



Accomplished




Continue/Modify



Discontinue

Goal 3: Sweet Home ISD will provide and maintain a safe, positive learning environment that encourages respect, responsibility, and opportunities to make healthy choices.

Performance Objective 3: By June 2024, 100% of the campus will have a consistent classroom management/discipline system in place to ensure appropriate support is provided for all students.

Strategy 1	Reviews			
	Formative			Summative
	October	December	March	June
Restorative practices and positive behavioral intervention and supports (PBIS) will be introduced and/or continued as an evidence-based tiered framework to improve behavior. Strategy's Expected Result/Impact: Decrease in classroom conflicts and increase in student conflict-resolution and communication. Staff Responsible: All Timeline: Ongoing Correlations to Title I Schoolwide Components: 1, 10 Problem Statements: Demographic Needs 1; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 2 and 3	 Continue/Modify			



No Progress



Accomplished





Continue/Modify



Discontinue

Goal 4: Sweet Home ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: By June 2024, 100% of Sweet Home teachers will be considered highly qualified and effective personnel.

Strategy 1	Reviews			
	Formative			Summative
	October	December	March	June
<p>In accordance with DOI, monitor certification level of teachers and instructional paraprofessionals in order to provide highly effective staff.</p> <p>Strategy's Expected Result/Impact: Campus offerings are provided by appropriate personnel. Staff Responsible: Superintendent/Principal Timeline: Ongoing Correlations to Title I Schoolwide Components: 1,2,3,4,9,10 Problem Statements: Demographic Needs 1; Student Learning Needs 1 and 2; School Processes 1</p>				
Strategy 2	October	December	March	June
<p>Support current staff with professional development offerings to allow for ongoing growth and development.</p> <p>Strategy's Expected Result/Impact: Staff will incorporate research-based methods into their lessons to increase student learning and success. Staff Responsible: All Staff Timeline: Ongoing Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographic Needs 1; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 2 and 3</p>				



No Progress



Accomplished






Continue/Modify





Discontinue

Goal 5: Sweet Home ISD will establish and maintain parent and community partnerships in education to enhance student achievement including internal and external communication strategies designed to improve community relations and student performance.

Performance Objective 1: By June 2024, a variety of opportunities for parent and family engagement will be offered to 100% of Sweet Home parents and families to support student progress with academics, attendance, and/or social-emotional learning.

Strategy 1	Reviews			
Provide campus-based parent engagement opportunities that support the academic requirements of each grade level. Strategy’s Expected Result/Impact: Increase parent engagement. Staff Responsible: All Timeline: Ongoing Correlations to Title I Schoolwide Components: 1,2,3,4,9,10 Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2 and 3	Formative			Summative
	October	December	March	June
	 Continue/Modify			
Strategy 2	October	December	March	June
Provide a variety of opportunities (academic and social) for parents, families, and community members to attend events on campus to support their students. Strategy’s Expected Result/Impact: Increase parent engagement. Staff Responsible: All Timeline: Ongoing Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2 and 3	 Continue/Modify			
	Strategy 3	October	December	March
Partner with community organizations and local businesses to enhance student learning and citizenship. Strategy’s Expected Result/Impact: Increase community engagement. Staff Responsible: Classroom Teachers; Administrative Staff Timeline: Ongoing	 Continue/Modify			

<p>Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2 and 3</p>				
<p>Strategy 4</p>	<p>October</p>	<p>December</p>	<p>March</p>	<p>June</p>
<p>Communicate opportunities in a variety of ways such as the district website, district social media, REMIND, monthly calendar in Thursday folders.</p> <p>Strategy's Expected Result/Impact: Ensure appropriate communication with families for campus activities. Staff Responsible: All Timeline: Ongoing Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2 and 3</p>	<p> Continue/Modify</p>			
<p>Strategy 5</p>				
<p>Provide at least 2 opportunities for parent-teacher conferences – Fall/Spring – to discuss student progress.</p> <p>Strategy's Expected Result/Impact: Increased academics and support for students. Staff Responsible: Classroom Teachers Timeline: Ongoing Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2 and 3</p>	<p> Continue/Modify</p>			



No Progress



Accomplished






Continue/Modify




Discontinue

Goal 6: Sweet Home ISD will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: By May 2024, 100% of students will have access to a variety of technology tools designed to increase technological awareness and literacy and aid in growth on grade-level academic assessments.

Strategy 1	Reviews			
<p>Ensure a safe and secure digital learning environment for students through integrating grade appropriate instruction for digital security.</p> <p>Strategy’s Expected Result/Impact: Increased student achievement and increased learning and success with various technology tools Staff Responsible: Classroom Teachers/Administration Timeline: Ongoing Correlations to Title I Schoolwide Components: 1,2,3,4,9,10 Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1 and 3</p>	Formative			Summative
	October	December	March	June
	 Continue/Modify			
Strategy 2	October	December	March	June
<p>Provide all staff with training on integrating technology resources into daily lessons.</p> <p>Strategy’s Expected Result/Impact: Increased student achievement and increased learning and success with various technology tools Staff Responsible: All Timeline: Ongoing Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographic Needs 1; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1 and 3</p>	 Continue/Modify			
Strategy 3	October	December	March	June
<p>Provide students with opportunities to practice online assessments in core content areas to prepare for state required testing.</p>	 Continue/Modify			

<p>Strategy's Expected Result/Impact: Increased student achievement and increased learning and success with various technology tools</p> <p>Staff Responsible: Classroom Teachers</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 9</p> <p>Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1 and 3</p>				
<p>Strategy 4</p>				
<p>Develop a repair/maintenance schedule for teacher laptops, student chrome books, and other instructional technology in order to provide</p> <p>Strategy's Expected Result/Impact: Longer use of equipment.</p> <p>Staff Responsible: Administration</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 9</p> <p>Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1 and 3</p>	 Continue/Modify			



No Progress



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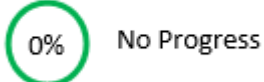
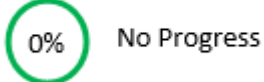
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Goal 7: Sweet Home ISD will work to ensure that all students remain in school and have the requisite tools to succeed through graduation.

Performance Objective 1: By June 2024, 100% of students will be involved in at least one extracurricular activity (athletics, theater arts, art, garden club, yearbook club).

Strategy 1	Reviews			
	Formative			Summative
	October	December	March	June
<p>Monitor student participation in the various extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to a variety of activities to enhance their classroom learning.</p> <p>Staff Responsible: Classroom Teachers/Administration</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 1,2,3,4,9,10</p> <p>Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2, and 3</p>				
Strategy 2	October	December	March	June
<p>Conduct UIL academic tournament.</p> <p>Strategy's Expected Result/Impact: Increase in student participation to enhance their classroom learning.</p> <p>Staff Responsible: All</p> <p>Timeline: Spring semester</p> <p>Correlations to Title I Schoolwide Components: 9</p> <p>Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2, and 3</p>				
Strategy 3	October	December	March	June
<p>Offer students in grades 4-8 the opportunity to compete in the Spelling Bee.</p> <p>Strategy's Expected Result/Impact: Increase in student participation to enhance their classroom learning.</p>				

<p>Staff Responsible: Classroom Teachers/Administration Timeline: Spring semester Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2, and 3</p>				
Strategy 4	October	December	March	June
<p>Create a STEAM (Science, Technology, Engineering, Arts, Math) lab/club opportunity for all students.</p> <p>Strategy's Expected Result/Impact: Increase in student participation to enhance their classroom learning. Staff Responsible: Administration Timeline: Spring semester Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2, and 3</p>	 0% No Progress			



No Progress



Accomplished





Continue/Modify



Discontinue

Goal 7: Sweet Home ISD will work to ensure that all students remain in school and have the requisite tools to succeed through graduation.

Performance Objective 2: By June 2024, Sweet Home instructional offerings will be aligned to the needs of Hallettsville and Yoakum High Schools to provide our students the best opportunities for success as they transition from our campus.

Strategy 1	Reviews			
	Formative			Summative
	October	December	March	June
<p>Meet with both high school administrative teams to determine needs and requirements.</p> <p>Strategy's Expected Result/Impact: Improve alignment between our campus and high school campuses to increase student success and opportunities</p> <p>Staff Responsible: Superintendent/Principal</p> <p>Timeline: Ongoing</p> <p>Correlations to Title I Schoolwide Components: 1,2,3,4,9,10</p> <p>Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2, and 3</p>	 Continue/Modify			
Strategy 2	October	December	March	June
<p>Employ the staff committee to begin working on alignment needs to inform the design of the master schedule for the upcoming school year.</p> <p>Strategy's Expected Result/Impact: Improve alignment between our campus and high school campuses to increase student success and opportunities</p> <p>Staff Responsible: Committee/Administration</p> <p>Timeline: Spring semester</p> <p>Correlations to Title I Schoolwide Components: 9</p> <p>Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2, and 3</p>	 Continue/Modify			



No Progress



Accomplished



Continue/Modify



Discontinue