SWEET HOME INDEPENDENT SCHOOL DISTRICT

District & Campus Improvement Plan 2024-2025

Board Approval Date: December 9, 2024

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

Planning and Decision-Making Committee

Dr. Candace Pohl – Superintendent/Principal

Jennifer Pohler – Special Programs Coordinator

Bethany Page –Assistant Principal

Kim Shannon – Teacher

Erica Cook - Teacher

Dara Pierce - Teacher

Varonica Sluka - Teacher

Dawn Points – Faculty

Tamara Rogers – Parent

Candy Caka – Parent

Jessica Kusak – Business Partner

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. The following demographic data represents totals as of October 25, 2024 (*snapshot day).

STUDENT ENROLLMENT		
	Snapshot Total	Transfer In
2024-2025	155	99
2023-2024	148	89
2022-2023	145	89

2024-2025 Class Sizes									
Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th
17	19	19	15	15	12	17	16	17	8

Student Demographics				
	2023-2024		2024-2025	
African American	1	0.68%	8	5.2%
American Indian	0	0%	0	0%
Asian	0	0%	0	0%
Hispanic	18	12.16%	21	13.5%
Native Hawaiian	0	0%	0	0%
White	125	84.46%	154	99%
Two or More	4	2.70%	5	3.2%

Student Program Information				
	2023-2024		**2024-2025**	
Economically Disadvantaged	28	18.92%	34	22%
At-Risk	22	14.86%	17	11%
Foster Care	0	0%	0	0%
Military Connected	1	0.68%	3	1.9%
Homeless	0	0%	4	2.6%
Title I Targeted Assistance	28	18.92%	18	11.6%
Gifted & Talented	10	6.76%	12	7.7%
Emergent Bilingual	1	0.68%	0	0%
Special Education	17	11.49%	20	13%
Dyslexia	8	5.41%		
Section 504	16	10.81%	13	8.4%

Faculty and Staff Demographics
27 Full-Time Employees

- 1 Superintendent/Principal
- 1 Assistant Principal
- 10 Certified Classroom Teachers
- 1 Special Education Teacher
- ½ JH Soc St. Teacher / ½ RtI Teacher
- 1 Full-Time Nurse
- 1 Full-Time Counselor

- 2 Office Paraprofessional
- 5 Instructional Paraprofessionals
- 1 Special Education Paraprofessional
- 2 Cafeteria Paraprofessionals
- 1 Full-Time Custodian/Maintenance

2024-2025 Staff Certifications																				
Elem Rdg 1-8	**Elem Math 1-8**	**Elem Sci 1-8**	**Elem Self Cont**	**Gen EC-4**	**Gen EC-6**	**Core Subject EC-6**	**Gen 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										X			

Beginning with our youngest scholars, our <u>Pre-K</u> students work hard all year to master content skills in various domains. During our beginning of the year assessment (BOY), our students' academic outcomes resulted in the following on the Circle Assessment:

Skill	Average Score
Rapid Letter Naming	Need Support
Rapid Vocabulary	On Track
Shape Naming	On Track
Rote Counting	Need Support
Rhyming	Need Support

<u>Kindergarten, 1st, and 2nd grade</u> students took their beginning of the year test in late September. Based on the results of the MCLASS, our students' academic outcomes resulted in the following:

Composite score is the average of the phonemic awareness, letter sounds, decoding, and word reading scores

2024 BOY MCLASS Testing

	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Kindergarten	26%	21%	21%	32%
1st	5%	47%	42%	5%
2nd	33%	20%	33%	13%
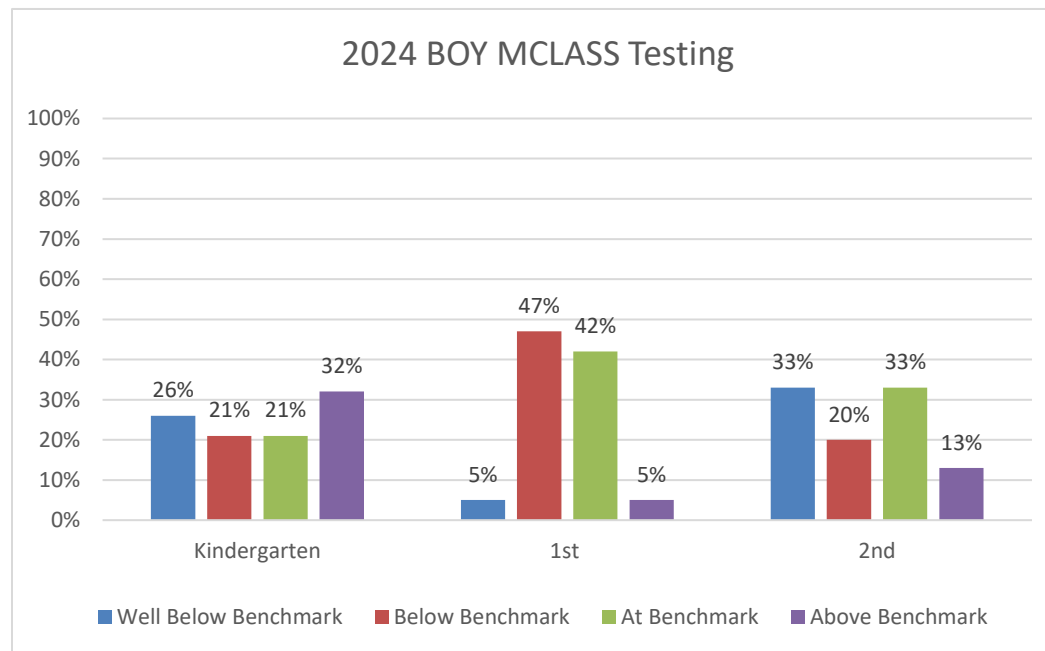
Students in <u>grades 3-8</u> took the STAAR online assessment in May 2024. Those results are outlined in the following tables:

STAAR Score Comparison 2023 and 2024
All Subjects/All Grade Levels/All Student Group

	Reading 2023	Reading 2024	Math 2023	Math 2024	Science 2023	Science 2024	Social Studies 2023	Social Studies 2024
Approaches	88%	89%	90%	85%	88%	88%	77%	100%
Meets	64%	56%	67%	58%	44%	46%	46%	82%
Masters	37%	28%	27%	21%	13%	15%	15%	45%

STAAR Score Comparison 2023 and 2024 – ELA/READING
All Grade Levels/By Student Group

	Hispanic		White		Economically-Disadvantaged		Special Education	
	23	24	23	24	23	24	23	24
Approaches	90%	89%	89%	88%	85%	91%	60%	56%
Meets	70%	67%	63%	55%	62%	45%	20%	22%
Masters	40%	44%	37%	26%	31%	9%	20%	0%

STAAR Score Comparison 2023 and 2024 – MATH
All Grade Levels/By Student Group

	Hispanic		White		Economically-Disadvantaged		Special Education	
	23	24	23	24	23	24	23	24
Approaches	90%	75%	90%	87%	85%	82%	60%	44%
Meets	80%	63%	63%	56%	54%	36%	20%	22%
Masters	30%	25%	27%	20%	0%	9%	0%	0%

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	

Although accountability ratings have not been finalized by TEA for 2023-2024 our scores are as follows:

Domain	Score	Rating
Student Achievement	85	
School Progress: Academic Growth	**82**	
School Progress: Relative Performance	60	
Closing the Gaps	72	

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): For all subjects tested, students are not performing at higher levels of knowledge as evidenced by the Meets and Masters scores on STAAR.

Problem Statement 2 (Prioritized): In Kindergarten, 1st, and 2nd grades, 50% of students are performing at or below average.

Problem Statement 3 (Prioritized): In Pre-Kindergarten, students need support in rapid letter naming, rote counting, and rhyming.

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, assistant principal, special programs coordinator, counselor, and nurse.

For this school year, multiple staff development opportunities have been offered to teachers to attend at the Region service center. All reading language art teachers have attended multiple days of professional development including product training and research-based instructional training for the new reading curriculum. Included with our grant for this curriculum is a weekly instructional specialist that provides 1:1 time with our reading teachers to ensure appropriate planning, internalization, and pacing. Our RLA teachers have also planned a monthly workday to plan together as a professional learning community. Based on prior feedback, additional professional development days were built into the 2024-2025 instructional calendar to support the needs of the staff. In addition, the software platform, Eduphoria, has been purchased to support the analysis of student data.

Based on data and teacher feedback, a new reading curriculum was adopted for the 2024-2025 school year - Texas Amplify. This is a K-8, vertically aligned rigorous curriculum that is considered a highly qualified instructional materials by the state. 2024 was also a new adoption year for Science curriculum and after much research, science teachers decided on Summit K12 Science which has been adopted as our science curriculum for the 2024 and 2025 school year. In process is the plan to apply for Year 2 of the LASO grant for our reading curriculum and Year 1 for new curriculum for Mathematics. Upon approval of the grant, we plan to adopt the new Math curriculum for the 2025 school year. Currently, Sharon Wells is utilized as the primary elementary math curriculum which is not considered highly qualified by the state.

For this school year, we are offering a Fine Arts class that is a mix of music and art and have offered a Spanish I high school credit course to 8th graders. Below is the 2024-2025 organization chart:

School Processes and Program Strengths

Based on the results from the faculty survey, staff feel understood and respected amongst their colleagues and believe they belong at Sweet Home. Staff also have positive connections with the school leadership.

Belonging					
Question	**Responses**				
	Not at all	Slightly	Somewhat	Quite	Tremendous
How well do your colleagues at school understand you as a person?				91%	9%
How connected do you feel to other adults at your school?				67%	33%
How much respect do colleagues in your school show you?				59%	41%
How much do you matter to others at your school?				50%	50%
Overall, how much do you feel like you belong at your school?				9%	91%

	School Climate				
Question	**Responses**				
	Not at all	**Slightly**	**Somewhat**	**Quite**	**Tremendous**
On most days, how enthusiastic are the students about being at school?			9%	77%	14%
To what extent are teachers trusted to teach in the way they think is best?				59%	41%
How positive are the attitudes of your colleagues?			5%	36%	59%
How supportive are students in their interactions with each other?			9%	77%	14%
How respectful are the relationships between teachers and students?		5%	9%	50%	36%
How optimistic are you that your school will improve in the future?				50%	50%
How often do you see students helping each other without being prompted?				77%	23%
When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?			5%	50%	45%
Overall, how positive is the working environment at your school?				36%	64%

School Leadership					
Question	**Responses**				
	Not at all	Slightly	Somewhat	Quite	Tremendous
How clearly do your school leaders identify their goals for teachers?		5%	5%	36%	55%
How positive is the tone that school leaders set for the culture of the school?			5%	36%	59%
How effectively do school leaders communicate important information to teachers?	5%	5%	14%	68%	9%
How knowledgeable are your school leaders about what is going on in teachers' classrooms?		5%	5%	55%	36%
How responsive are school leaders to your feedback?			9%	64%	27%
For your school leaders, how important is teacher satisfaction?				59%	41%
When the school makes important decisions, how much input do teachers have?		5%	5%	81%	9%
How effective are the school leaders at developing rules for students that facilitate their learning?			5%	36%	59%
Overall, how positive is the influence of the school leaders on the quality of your teaching?			5%	36%	59%

Staff-Leadership Relationships					
Question	Responses				
	Not at all	Slightly	Somewhat	Quite	Tremendous
How friendly are your school leaders towards you?				50%	50%
At your school, how motivating do you find working with the leadership team?			5%	41%	55%
How much trust exists between school leaders and staff?				64%	36%
How much do your school leaders care about you as an individual?				50%	50%
How confident are you that your school leaders have the best interests of the school in mind?			5%	27%	68%
How fairly does the school leadership treat the staff?			5%	36%	59%
When you face challenges at work, how supportive are your school leaders?				36%	64%
How respectful are your school leaders towards you?				36%	64%
When challenges arise in your personal life, how understanding are your school leaders?				25%	75%

Resources

Question	None/Never	Slightly	Somewhat	Quite	Extremely
To what extent does the quality of the resources at your school need to improve?	41%	9%	41%	9%	
When students need help from an adult, how often do they have to wait to get that help?	50%	41%	9%		
At your school, how crowded do the learning spaces feel?	64%	9%	9%	9%	9%
How urgently does your school's technology need to be updated?	36%	41%	9%	14%	
How often do your school's facilities need repairs?			22%	5%	73%
For students who need extra support, how difficult is it for them to get the support they need?	36%	59%	5%		
Ow much of your own money do you spend on your classroom?	5%	5%	41%	45%	5%
How important is it for your school to hire more specialists to help students?	14%	23%	27%	27%	9%
How many more resources do you need to adequately support your students' learning?	14%	77%	5%	5%	
Overall, how much does your school struggle due to a lack of resources?	9%	27%	55%	9%	

Professional Learning					
Question	Responses				
	Not at all	Slightly	Somewhat	Quite	Tremendous
Overall, how supportive has the school been of your growth as a teacher?				36%	64%
At your school, how valuable are the available professional development opportunities?				59%	41%
How helpful are your colleagues' ideas for improving your teaching?				50%	50%
How often do your professional development opportunities help you explore new ideas?			27%	41%	32%
How relevant have your professional development opportunities been to the content that you teach?			5%	36%	59%
Through working at your school, how many new teaching strategies have you learned?			9%	14%	77%
How much input do you have into individualizing your own professional development opportunities?			9%	55%	36%
Overall, how much do you learn about teaching from the leaders at your school?			5%	36%	59%

Evaluation					
Question	Responses				
	Not at all	Slightly	Somewhat	Quite	Tremendous
How often is your teaching evaluated?		5%	36%	59%	
How accurate is your school's evaluation system at recognizing good teachers?			5%	59%	36%
At your school, how objectively is your teaching performance assessed?			9%	36%	59%
How effective is your school's evaluation system at helping you improve?			9%	68%	23%
How accurate is your school's evaluation system at identifying bad teachers?	5%		50%	41%	9%
How fair is the way teachers are assessed at your school?				50%	50%

Feedback and Coaching					
Question	Responses				
	Not at all	Slightly	Somewhat	Quite	Tremendous
How much feedback do you receive on your teaching?		9%	23%	59%	9%
How much do you learn from the teacher evaluation processes at your school?		9%	9%	41%	41%
How useful do you find the feedback you receive on your teaching?		5%	9%	55%	32%
At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?		9%	32%	50%	9%
How often do you receive feedback on your teaching?		5%	45%	32%	18%

Teaching Efficacy					
Question	**Responses**				
	Not at all	Slightly	Somewhat	Quite	Tremendous
How confident are you that you can help your school's most challenging students to learn?			5%	77%	18%
How thoroughly do you feel that you know all the content you need to teach?			36%	55%	9%
How confident are you that you can move through material at a pace that works well for each of your students?		9%	9%	77%	5%
When one of your teaching strategies fails to work for a group of students, how easily can you think of another approach to try?			9%	82%	9%
If a parent were upset about something in your class, how confident are you that you could have a productive conversations with this parent?				73%	27%
How effective do you think you are at managing particularly disruptive classes?			14%	73%	14%
How confident are you that you can engage students who typically are not motivated?				73%	27%
How clearly can you explain the most complicated content to your students?			9%	77%	14%
How confident are you that you can meet the learning needs of your most advanced students?			9%	77%	14%

Faculty Growth Mindset					
Question	Responses				
	Not at all	Slightly	Somewhat	Quite	Tremendous
To what extent can teachers increase how much their most difficult students learn from them?	5%	5%	36%	59%	
How easily can teachers change their teaching style to match the needs of a particular class?			45%	45%	9%
To what extent can teachers improve their implementation of different teaching strategies?	5%		59%	36%	5%
How possible is it for teachers to change their ability to work with dissatisfied parents?		5%	36%	50%	9%
How much can teachers improve their classroom management approaches?	5%	5%	18%	77%	
To what extent can teachers change their intelligence about the subjects that they teach?	9%	18%	9%	55%	18%
Over the course of a school year, to what extent can teachers improve the clarity of their explanations of challenging concepts?	9%	9%	9%	64%	18%
How possible is it for teachers to change how well they relate to their most difficult students?			32%	59%	9%

Student Grit					
Question	**Responses**				
	Not at all	Slightly	Somewhat	Quite	Tremendous
If your students have a problem while working towards an important goal, how well can they keep working?			50%	45%	5%
How often do your students stay focused on the same goal for several months at a time?		9%	50%	36%	5%
Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are your students to continue to pursue one of their current goals?			50%	45%	5%
When your students are working on a project that matters a lot to them, how focused can they stay when there are lots of distractions?		9%	25%	41%	25%
If your students fail to reach an important goal, how likely are they to try again?			45%	45%	9%

Student Growth Mindset: *How possible do you think it is for students to change...*					
Question	Responses				
	Not at all	Slightly	Somewhat	Quite	Tremendous
How much talent they have			55%	36%	9%
How much effort they put forth			5%	45%	50%
How well they behave in class			18%	55%	27%
How much they like the content in your class			5%	77%	18%
How easily they give up			59%	36%	5%
Their intelligence		5%	14%	64%	18%

Staff-Family Relationships					
Question	Responses				
	Not at all	Slightly	Somewhat	Quite	Tremendous
How friendly are your school's families towards you?			9%	50%	36%
How often do you meet in person with the families of your students?		14%	23%	63%	
In your communications with families, how caring do they seem towards you?			9%	55%	36%
When you face challenges with particular students, how supportive are the families?			9%	36%	55%
How much do you trust that parents of your students will treat you fairly?			18%	55%	27%
At your school, how respectful are the parents towards you?			9%	64%	27%
How challenging is it to communicate with the families of your students?	77%	14%		9%	

Problem Statements Identifying School Process and Program Needs

Problem Statement 1 (Prioritized): Staff are concerned regarding the lack of space and facility needs.

Problem Statement 2 (Prioritized): Continue to increase collaboration and communication efforts.

Perceptions
Perceptions Summary

A parent/guardian survey was distributed on October 24, 2024. The tables below outline the complete results. Results for the school safety section indicated a high degree of safety exists at Sweet Home by the parents with 92% of parents reporting their child does not feel unsafe at school. Parents reported 90% of students enjoy attending Sweet Home.

Family Support					
Question	Responses				
	Not at All	Slightly	Somewh	Quite	Extremel
How often do you have conversations with your child about what his/her class is learning at school?			3%	24%	73%
How much effort do you8 put into helping your child learn to do things for him/herself?			5%	27%	68%
How often do you help your child engage in activities which are educational outside the home?			24%	41%	38%
To what extent do you know how your child is doing socially at school?	3%		16%	54%	27%
How often do you help your child understand the content she/he is learning in school?		3%	14%	35%	49%
How well do you know your child's close friends?	3%		22%	38%	32%
How often do you and your child talk when she/he is having a problem with others?	3%	3%	3%	32%	60%

Family Engagement

Question	Responses				
	Not at All	Slightly	Somewh	Quite	Extremel
How often do you meet in person with teachers at your child's school?	5%	62%	22%	3%	8%
How involved have you been with a parent group(s) at your child's school?	30%	30%	34%	15%	8%
In the past year, how often have you visited your child's school?	3%	22%	27%	16%	38%
In the past year, how often have you discussed your child's school with other parents from the school?	16%	16%	18%	22%	30%
How involved have you been in fundraising efforts at your child's school?	8%	14%	43%	27%	5%
In the past year, how often have you helped out at your child's school?	30%	38%	16%	8%	5%

School Fit

Question	Responses				
	Not at All	Slightly	Somewh	Quite	Extremel
How well do you feel your child's school is preparing him/her for his/her next academic year?		3%	5%	54%	35%
How much of a sense of belonging does your child feel at his/her school?	3%	5%	8%	29%	54%
At your child's school, how well does the overall approach to discipline for your child?	3%	5%	8%	41%	43%
Given your child's cultural background, how good a fit is his/her school?	3%	3%	5%	16%	70%
How well do the activities offered at your child's school match his/her interests?		8%	8%	51%	41%
How comfortable is your child asking for help from school adults?		11%	24%	41%	27%
How well do the teaching styles of your child's teachers match your child's learning style?		3%	8%	49%	41%

Learning Behaviors					
Question	**Responses**				
	Not at All	Slightly	Somewh	Quite	Extremel
Positive Learning Behaviors					
How often does your child read for fun?	22%	11%	14%	41%	11%
How much effort does your child put into school-related tasks?		5%	14%	57%	29%
How motivated is your child to learn the topics covered in class?			27%	32%	27%
On average, how well does your child work independently on learning activities at home?	3%	11%	32%	38%	16%
In general, how well does your child learn from feedback about his/her work?	3%	3%	27%	32%	24%
Negative Learning Behaviors					
How often does your child struggle to get organized for school?	19%	41%	27%	14%	
When working on school activities at home, how easily is your child distracted?	16%	38%	24%	11%	17%
How often does your child give up on learning activities that she/he finds hard?	38%	24%	30%	5%	8%

School Climate							
Question	**Responses**						
	Not at All	Slightly	Somewh	Quite		Extremely	
To what extent do you think that children enjoy going to your child's school?		5%	3%	54%		46%	
How motivating are the classroom lessons at your child's school?		3%	11%	68%		22%	
How fair or unfair is the school's system of evaluating children?	Very Unfair = 0%	Somewhat Unfair = 3%	Slightly Unfair = 0%	Neutral = 8%	Slightly Fair = 5%	Somewhat at Fair = 22%	Very Fair = 62%
How much does the school value the diversity of children's backgrounds?		3%	16%	41%		51%	
How well do administrators at your child's school create a school environment that helps children learn?	3%			43%		57%	
Overall, how much respect do you think the children at your child's school have for the staff?				46%		60%	
Overall, how much respect do you think the teachers at your child's school have for the children?				41%		62%	

Family Efficacy

Question	Responses				
	Not at All	Slightly	Somewh	Quite	Extremel
How confident are you that you can motivate your child to try hard in school?		3%	14%	54%	32%
How confident are you in your ability to connect with other parents?		5%	27%	41%	30%
How confident are you in your ability to support your child's learning at home?			5%	35%	48%
How confident are you that you can help your child develop new friendships?			14%	51%	35%
How confident are you in your ability to make sure your child's school meets your child's learning needs?		3%	8%	51%	41%
How confident are you in your ability to make choices about your child's schooling?			8%	51%	57%
How confident are you in your ability to help your child deal with his/her emotions appropriately?			24%	32%	49%

School Safety

Question	Responses				
	Not at All	Slightly	Somewh	Quite	Extremel
How often do you worry about violence at your child's school?	57%	22%	16%	8%	
If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?	76%	11%	8%		3%
How likely is it that from your child's school will bully him/her online?	49%	38%	8%		3%
Overall, how unsafe does your child feel at school?	92%	3%			3%
To what extent are drugs a problem at your child's school?	100%				

Barriers to Engagement					
Question	**Responses**				
	Not at All	Slightly	Somewh	Quite	Extremely
Childcare needs	76%	11%		5%	
Transportation-related challenges	92%	3%			
Concerns about getting to school safely	97%				5%
How busy your schedule is	29%	19%	19%	19%	11%
School staff seem too busy	81%	14%		3%	
You feel unsure about how to communicate with the school	89%		3%		3%
The school provides little information about involvement opportunities	89%		5%		3%
The school is not welcoming to parents	97%		3%		
The school does not communicate well with people from your culture.	97%				
You do not feel a sense of belonging with your child's school community.	81%	8%	8%		
Negative memories of your own school experience	95%		3%		
Your child does not want you to contact the school	97%			3%	3%
You worry that adults at the school will treat your child differently if you raise a concern	81%	8%	3%	3%	5%

Perception Strengths

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increase family engagement through meaningful, relevant ways designed to support their students' academic, social-emotional, and behavioral learning.

Priority Problem Statements

Demographic Needs
Problem Statement 1 (Prioritized): Due to an increase in enrollment, class sizes are larger than in the past.
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):): For all subjects tested, students are not performing at higher levels of knowledge as evidenced by the Meets and Masters scores on STAAR.
Problem Statement 2 (Prioritized): In Kindergarten, 1st, and 2nd grades, 50% of students are performing at or below average.
Problem Statement 3 (Prioritized): In Pre-Kindergarten, students need support in rapid letter naming, rote counting, and rhyming.
School Process and Program Needs
Problem Statement 1 (Prioritized): Staff are concerned regarding the lack of space and facility needs.
Problem Statement 2 (Prioritized): Continue to increase collaboration and communication efforts.
Perceptions Needs
Problem Statement 1 (Prioritized): Increase family engagement through meaningful, relevant ways designed to support their students' academic, social-emotional, and behavioral learning.

Comprehensive Needs Assessment Data Documentation

Improvement Planning Data

- District goals
- Performance Objectives with summative review
- District/Campus Improvement Plan
- 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 2025, 92% of students will reach at least Approaches and at least 70% will reach Meets on the Spring 2025 STAAR Reading and Math 3rd – 8th grade assessment. In addition, 100% of Algebra I testers will reach the Masters level on the Spring 2025 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.	**Formative**			**Summative**
	October	**December**	**March**	**June**
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:** Student Learning Needs – 1; School Process – Problem Statement 2 **Funding:** LASO Grant Year 1				
Strategy 2	**October**	**December**	**March**	**June**
In-school tutorials will be provided to all students working below grade level in math and reading. Students utilize IXL program during class for intervention and acceleration.				

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; Demographics - 1 **Funding:** 199 General Fund				
Strategy 3	**October**	**December**	**March**	**June**
Teachers and superintendent/principal will disaggregate data and make adjustments to research-based instructional programs as necessary. **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. **Staff Responsible:** Principal/Superintendent; Classroom Teachers; Special Education Coordinator; Intervention Teacher **Timeline**: Ongoing **Correlations to Title I Schoolwide Components:** 8 **Problem Statements:** Demographics - 1; Student Learning Needs – 1 and 2; School Processes and Program Needs - 2 **Funding:** LASO Grant Year 1 (Eduphoria)				

0% 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 2025, 90% of students will reach at least Approaches and at least 70% will reach Meets on the Spring 2025 STAAR Science (5th and 8th grade) and Social Studies (8th grade) assessments.

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:** Student Learning Needs – 1; School Process –2	**Formative**			**Summative**
	October	**December**	**March**	**June**
Strategy 2	**October**	**December**	**March**	**June**
In-school tutorials will be provided to all students working below grade level in science and social studies. Students utilize IXL program during class for intervention and acceleration. **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; Demographics - 1 **Funding:** 199 General Fund				
Strategy 3	**October**	**December**	**March**	**June**
Teachers and superintendent/principal will disaggregate data and make adjustments to research-based instructional programs as necessary. **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. **Staff Responsible:** Principal/Superintendent; Classroom Teachers; Special Education Coordinator; Intervention Teacher **Timeline**: Ongoing **Correlations to Title I Schoolwide Components:** 8 **Problem Statements:** Demographics - 1; Student Learning Needs – 1 and 2; School Processes and Program Needs - 2				
Strategy 4	October	December	March	June
Continue educational Field Trips such as Goliad – Rio Rio, State Capitol, Bob Bullock Museum, Holocaust Museum, and Alamo to provide relevance to student studies. **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.				

Staff Responsible: Principal/Superintendent; Classroom Teachers; Special Education Coordinator; Intervention Teacher **Timeline**: Ongoing **Correlations to Title I Schoolwide Components:** 8 **Problem Statements:** Student Learning Needs – 1 and 2; Perceptions Need - 1 **Funding:** PTO	

0% 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 2025, Reading and Math curriculum documents will reflect vertical alignment and the level of rigor required for high academic achievement.

Strategy 1	Reviews			
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 curriculum in K-8th grade. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible:** Reading Classroom Teachers; Superintendent/Principal; Assistant Principal; Instructional Specialist **Timeline**: Ongoing **Correlations to Title I Schoolwide Components:** 1,2,3,4,9,10	**Formative**			**Summative**
	October	December	March	June

Problem Statements: Student Learning Needs – 1 and 2; School Processes and Program Needs – 2 **Funding:** LASO Grant (Year 1)				
Strategy 2	**October**	**December**	**March**	**June**
Provide ongoing support to reading teachers and students with focus on instructional improvement and internalization based on district data. **Strategy's Expected Result/Impact:** Student achievement will increase. **Staff Responsible:** Superintendent/Principal; Assistant Principal; Special Education Coordinator; Intervention Teacher; Instructional Specialist **Timeline**: Ongoing **Correlations to Title I Schoolwide Components:** 9 **Problem Statements:** Student Learning Needs – 1 and 2; School Processes and Program Needs – **Funding:** LASO Grant (Year 1)				
Strategy 3	**October**	**December**	**March**	**June**
Provide ongoing support to math teachers and students with focus on instructional improvement based on district data. **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:** Student Learning Needs – 1 and 2; School Processes and Program Needs – **Funding:** 199 General Fund				

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 2025, 100% of students served through a special program (i.e. G/T, Special Education, RtI, etc.) will increase their individual STAAR score by 5% through access to a differentiated Tier 2 instruction.

Strategy 1	Reviews			
	Formative			**Summative**
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. **Strategy's Expected Result/Impact:** Teachers will learn and apply differentiated instructional strategies within their classroom to increase student mastery of TEKS. **Staff Responsible:** Classroom Teachers **Timeline**: Ongoing **Correlations to Title I Schoolwide Components:** 1,2,3,4,9,10 **Problem Statements:** Student Learning Needs – 1; School Processes and Program Needs – 2 Funding: Budget General Fund 199	**October**	**December**	**March**	**June**
Strategy 2	**October**	**December**	**March**	**June**
Implement research-based reading intervention for dyslexic students through the use of certified dyslexia teachers and appropriate curriculum.				

Strategy's Expected Result/Impact: Increase student achievement by 5% and promote long-term academic achievement. **Staff Responsible:** Special Education Coordinator; Intervention Teacher **Timeline**: Ongoing **Correlations to Title I Schoolwide Components:** 9 **Problem Statements:** Demographics – 2; Student Learning Needs – 1; **Funding:** General Fund 199				
Strategy 3	**October**	**December**	**March**	**June**
Students who are determined to be at-risk in academic need will be identified and served through individualized intervention instruction using research-based methods. **Strategy's Expected Result/Impact:** Increase student achievement by 5% and promote long-term academic achievement. **Staff Responsible:** Classroom Teachers; Intervention Teacher **Timeline**: Ongoing **Correlations to Title I Schoolwide Components:** 1,2,3,4,9,10 **Problem Statements:** Student Learning Needs 1-3; **Funding:** ESSA Title 1				
Strategy 4	**October**	**December**	**March**	**June**
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.				

Strategy's Expected Result/Impact: Increase student achievement by 5% and promote long-term academic achievement. Staff Responsible: Special Education Coordinator; Intervention Teacher Timeline: Ongoing Correlations to Title I Schoolwide Components: 9 Problem Statements: Demographics – 1 and 2; Student Learning Needs – 1 and 2; School Processes and Program Needs – 2 Funding: ESSA Title I; SRSA Grant; General Fund 199				

0% 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 2025   , 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			
Continue to implement a full-day high quality Pre-K program for 3- and 4-year-olds with a certified teacher.	Formative			Summative
	October	December	March	June
Strategy's Expected Result/Impact: Increase Kindergarten readiness by 5% from previous year. **Staff Responsible:** Classroom Teachers **Timeline**: Ongoing **Correlations to Title I Schoolwide Components:** 1,2,3,4,9,10 **Problem Statements:** Student Learning Needs 3				
Strategy 2	October	December	March	June

Utilize a research-based curriculum – FrogStreet – for Pre-K students and provide professional development for Pre-K teacher.				
Strategy's Expected Result/Impact: Student growth in program identifiers and increased Kindergarten readiness. **Staff Responsible:** Pre-K Teacher; Principal **Timeline**: Ongoing **Correlations to Title I Schoolwide Components:** 9 **Problem Statements:** Student Learning Needs 3				

0% 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 1: Sweet Home ISD will utilize a comprehensive curriculum that promotes healthy choices among students.

Strategy 1	Reviews			
The counseling department will provide appropriate grade level character lessons.	**Formative**			**Summative**
	October	**December**	**March**	**June**
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 **Funding:** PTO; Region Grant Funds (SSSP); General Fund 199				
Strategy 2	**October**	**December**	**March**	**June**
Junior High students will receive appropriate health education to include dating violence, drug abuse, and making healthy choices. Utilizing the SHAC, a health curriculum will be recommended and selected. **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 – 1-3; Perceptions 1				

0%	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 2025, 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.	**Formative**			**Summative**
	October	**December**	**March**	**June**
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:** School Processes 2; Perceptions 1				
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 (SSSC).
    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: School Processes 2; Perceptions 1				

Strategy 3	**October**	**December**	**March**	**June**

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
    Problem Statements: School Processes 2; Perceptions 1				

Strategy 4	**October**	**December**	**March**	**June**
Ensure 50% of the campus staff is trained in CPR and AED.				

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 **Funding**: General Fund 199				

0% 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 2025,   100% of the campus will have a consistent Tier 1 classroom management in place to ensure appropriate support is provided for all students.

Strategy 1	Reviews			
Restorative practices and positive behavioral intervention and supports (PBIS) will be introduced and/or continued as an evidence-based tiered framework to improve behavior.	**Formative**			**Summative**
	October	**December**	**March**	**June**
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; School Processes 1 and 2; Perceptions 1 **Funding: Safety Grant; General Fund 199**				

Strategy 2				
As part of our SSSP requirements, we will actively work to introduce and/or continue MTSS Tier 2 and 3 academic, social, and behavioral interventions.	October	December	March	June
Strategy's Expected Result/Impact: Decrease in classroom conflicts and increase in student conflict-resolution and communication, character building, and academics. **Staff Responsible:** All **Timeline**: Ongoing **Correlations to Title I Schoolwide Components:** 1, 10 **Problem Statements:** Demographic Needs 1; Student Learning Needs 1; School Processes 1 and 2; Perceptions 1 **Funding:** Safety Grant; General Fund 199				

0% 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 2025, 100% of Sweet Home teachers will be considered highly qualified and effective personnel.

Strategy 1	Reviews			
In accordance with DOI, monitor certification level of teachers and instructional paraprofessionals in order to provide highly effective staff.	Formative			Summative
	October	December	March	June
Strategy's Expected Result/Impact: Campus offerings are provided by appropriate personnel. **Staff Responsible:** Superintendent/Principal **Timeline**: Ongoing				

	October	December	March	June
Correlations to Title I Schoolwide Components: 1,2,3,4,9,10 **Problem Statements:** Demographic Needs 1; Student Learning Needs 1; School Processes 1 and 2; Perceptions 1				
Strategy 2	**October**	**December**	**March**	**June**
Support current staff with professional development offerings to allow for ongoing growth and development. **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 1 **Funding:** LASO Grant (Year 1); General Fund 199				

0% 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 2025, 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, behaviors, and/or social-emotional learning.

Strategy 1	Reviews			
Provide campus-based parent engagement opportunities that support the academic requirements of each grade level.	Formative			Summative
	October	December	March	June
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				
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				
Strategy 3	October	December	March	June
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 **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				
Strategy 4	**October**	**December**	**March**	**June**
Communicate opportunities in a variety of ways such as the district website, district social media, REMIND, monthly calendar in Thursday folders. **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				
Strategy 5	**October**	**December**	**March**	**June**
Provide at least 2 opportunities for parent-teacher conferences – Fall/Spring – to discuss student progress. **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				

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

Performance Objective 1: By May 2025, 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			
Ensure a safe and secure digital learning environment for students through integrating grade appropriate instruction for digital security.	**Formative**			**Summative**
	October	**December**	**March**	**June**
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				
Strategy 2	**October**	**December**	**March**	**June**
Provide all staff with training on integrating technology resources into daily lessons. **Strategy's Expected Result/Impact:** Increased student achievement and increased learning and success with various technology tools **Staff Responsible:** All **Timeline**: Ongoing				

	October	December	March	June
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				
Strategy 3	**October**	**December**	**March**	**June**
Provide students with opportunities to practice online assessments in core content areas to prepare for state required testing. **Strategy's Expected Result/Impact:** Increased student achievement and increased learning and success with various technology tools **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				
Strategy 4				
Develop a repair/maintenance schedule for teacher laptops, student chrome books, and other instructional technology in order to provide **Strategy's Expected Result/Impact:** Longer use of equipment. **Staff Responsible:** Administration **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				

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 2025, 100% of students will be involved in at least one extracurricular activity (athletics, theater arts, art, garden club, yearbook club).

Strategy 1	Reviews			
Monitor student participation in the various extracurricular activities.	**Formative**			**Summative**
	October	**December**	**March**	**June**
Strategy's Expected Result/Impact: Students will be exposed to a variety of activities to enhance their classroom learning. **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				
Strategy 2	**October**	**December**	**March**	**June**
Conduct UIL academic tournament. **Strategy's Expected Result/Impact:** Increase in student participation to enhance their classroom learning. **Staff Responsible:** All **Timeline**: Spring semester **Correlations to Title I Schoolwide Components:** 9				

	October	December	March	June
Problem Statements: Demographic Needs 1 and 2; Student Learning Needs 1 and 2; School Processes 1 and 2; Perceptions 1, 2, and 3				
Strategy 3	**October**	**December**	**March**	**June**
Offer students in grades 4-8 the opportunity to compete in the Spelling Bee. **Strategy's Expected Result/Impact:** Increase in student participation to enhance their classroom learning. **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				
Strategy 4	**October**	**December**	**March**	**June**
Create a STEAM (Science, Technology, Engineering, Arts, Math) lab/club opportunity for all students. **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				
Strategy 5	**October**	**December**	**March**	**June**
Increase opportunities for high school credits at the junior high level (i.e. Spanish, Pathway classes, etc.)				

	October	December	March	June
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				

Strategy 6	**October**	**December**	**March**	**June**
Employ the staff committee to begin working on alignment needs to inform the design of the master schedule for the upcoming school year. **Strategy's Expected Result/Impact:** Improve alignment between our campus and high school campuses to increase student success and opportunities **Staff Responsible:** Committee/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				

0% No Progress   ✔ Accomplished   ➡ Continue/Modify   ⊗ Discontinue