

Sharyland Independent School District

District Improvement Plan

2024-2025

Accountability Rating: Not Rated



Mission Statement

Sharyland ISD's mission is to inspire, educate and empower all students to reach their full potential and become leaders of the highest moral character.

Vision

Sharyland ISD...Excellence is our Tradition

Nondiscrimination Notice

Sharyland Independent School District does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Sharyland ISD engages in a continuous improvement process that actively involves all required stakeholders. This process is an essential component of the District Education Improvement Council (DEIC), which works to assess district needs and monitor progress throughout the year. In September 2024, the district conducted five Comprehensive Needs Assessment sessions that included representatives from 14 campuses and Central Office, including students, parents, staff, and community partners. Over 150 stakeholders participated in reviewing data related to Student Learning, Programs and Processes, Demographics, and Perceptions and identifying priority needs for the school district.

The DEIC and Campus site-based decision-making committees ensure that teachers, parents, and other community members have a meaningful voice in educational decisions. The council meets monthly to analyze progress and align goals with district needs. To ensure full transparency, Sharyland ISD will maintain a DEIC web page that provides access to meeting agendas, presentations, and minutes for all stakeholders to review. This collaborative approach highlights Sharyland ISD's commitment to transparency and continuous improvement in serving its diverse student body, with a strong focus on bilingual education, special services, and support for economically disadvantaged students.

Demographics

Demographics Summary

Sharyland ISD, in the heart of the Rio Grande Valley, serves five municipalities—McAllen, Mission, Palmhurst, Alton, and Edinburg. Rooted in a deep South Texas community, the district, founded in 1921, embodies a small-town with a strong sense of family. Its geographical location fosters diverse cultures, all sharing a commitment to education and service as foundational values. Originating from a humble schoolhouse amidst a flourishing citrus industry, Sharyland ISD has evolved into one of the best public school districts in the state of Texas. The district is recognized for its commitment to high academic standards and a supportive, inclusive environment that fosters student success.

Enrollment for the 2024-2025 school year is 9852. The student body is predominantly Hispanic/Latino, making up 93% of the population (9,073 students), followed by smaller groups, including 6% White (436), Asian (132), Black/African American (53), and under 1% other ethnicities such as American Indian/Alaskan, Hawaiian/Pacific Islander, and students of two or more races. Sharyland ISD offers a wide range of educational programs, including Advanced Placement (AP) courses, dual credit options, and robust Career and Technical Education (CTE) programs, ensuring students are well-prepared for college and career pathways. The district also places a strong emphasis on extracurricular activities, with students regularly excelling in UIL competitions, sports, fine arts, and leadership programs.

Sharyland ISD has a large number of economically disadvantaged students, with 6,510 (67%) identified as such, and 5,237 qualifying for free or reduced-price meals. The district supports 3,791 students with Limited English Proficiency (LEP), with 2,157 enrolled in bilingual education and 1,539 in ESL programs. Additionally, the district serves 329 immigrant students and 60 migrant students.

Sharyland ISD provides special education services to 1,071 students and identifies 1,011 students as gifted and talented. A total of 6,010 students are considered at-risk, and the district also serves 61 homeless students, 128 military-connected students, and 577 students with dyslexia. All students in the district attend Title I schools with school-wide programs aimed at supporting low-income populations.

Demographics Strengths

- **Enrollment Increasing:** Enrollment continues to climb, and is at the highest number that we have seen in the past 5 years. Our ADA-to-date is approximately 200 units over projection.
- **High Achieving, Involved Students:** Sharyland ISD students perform at high rates across grades and content areas and are involved in multiple extracurricular activities.
- **Supportive Community:** Our Sharyland ISD community supports all 14 campuses in a variety of ways and is continuously engaged.
- **Teacher Retention:** The district has experienced a positive trend in teacher retention rates, indicating a positive working environment and job satisfaction among educators.
- **Employee and Student Transfers:** Employees within the district are confident in the quality of education and support services, leading them to transfer their own children to the district's schools.
- **Positive Perception:** The district's reputation and the belief in its educational offerings are strong enough to attract both employees and their children, demonstrating a positive perception of the district's quality.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): District attendance rate of 94% remains below pre-covid levels. **Root Cause:** A variety of factors including inconsistent attendance processes across schools, heightened social-emotional anxiety, and inadequate communication contribute to the low attendance rate at the school

Problem Statement 2 (Prioritized): There is a need to provide additional instructional support for teachers and students in specific student groups where enrollment is increasing, such as English Language Learners (ELL) and Special Education (SPED). **Root Cause:** Teachers may have limited experience and training working with students from diverse backgrounds and with varying levels of proficiency.

Problem Statement 3 (Prioritized): There has been a 31% increase in Special Education Students over the last 5 years (775 in 2019 to 1130 in 2024). **Root Cause:** Increased awareness of special needs may be leading to more accurate identification of students who require Special Education services

Problem Statement 4: There are many new-to-district students from other countries who may not have the necessary transition and support. **Root Cause:** Schools may not provide adequate orientation or support services to help new students transition smoothly.

Problem Statement 5 (Prioritized): There is an increasing number of teachers needing an emergency permit for certification compliance including Bilingual, Math, and upper grade elementary. **Root Cause:** There is a shortage of certified teachers applying for positions with many vacancies staying open extended time.

Problem Statement 6 (Prioritized): New (0-3) year teacher retention rate is 75.26%. **Root Cause:** New teachers struggle to attain appropriate certifications to continue in their content area.

Student Learning

Student Learning Summary

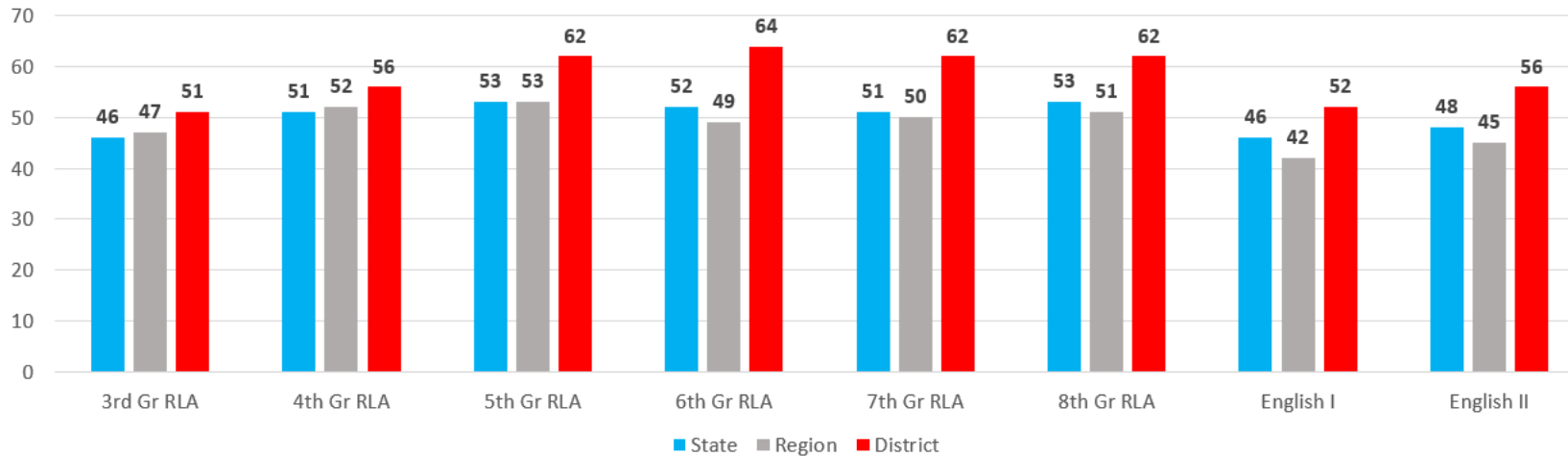
The district's Curriculum, Instruction, and Assessment team led data review meetings to evaluate student learning. STAAR 2024 Accountability ratings are listed below. Sharyland ISD students continue to perform above the region and State in most assessments including all grades and tests in Reading Language Arts and Science. In Mathematics, all grades except 4th grades met this standard as well with 4th grade attaining the same score as the Region. Areas of growth include 8th Grade Social Studies and HS US History with scores at or below state level. Regression on Masters Level scores across all tests was noted as was achievement gaps within sub pops and all students.

Overall district CCMR percentage was 90%, up from 84%, as a result of program and process refinement as well as individual plans for every student to include TSI, SAT, ACT tests opportunities, IBC's offered to all students participating in CTE programs of study and special education students completing Distinguished Level of Achievement program / IEP for workforce readiness.

Graduation rate is strong at 97.9%.

STAAR 2024 RLA Performance

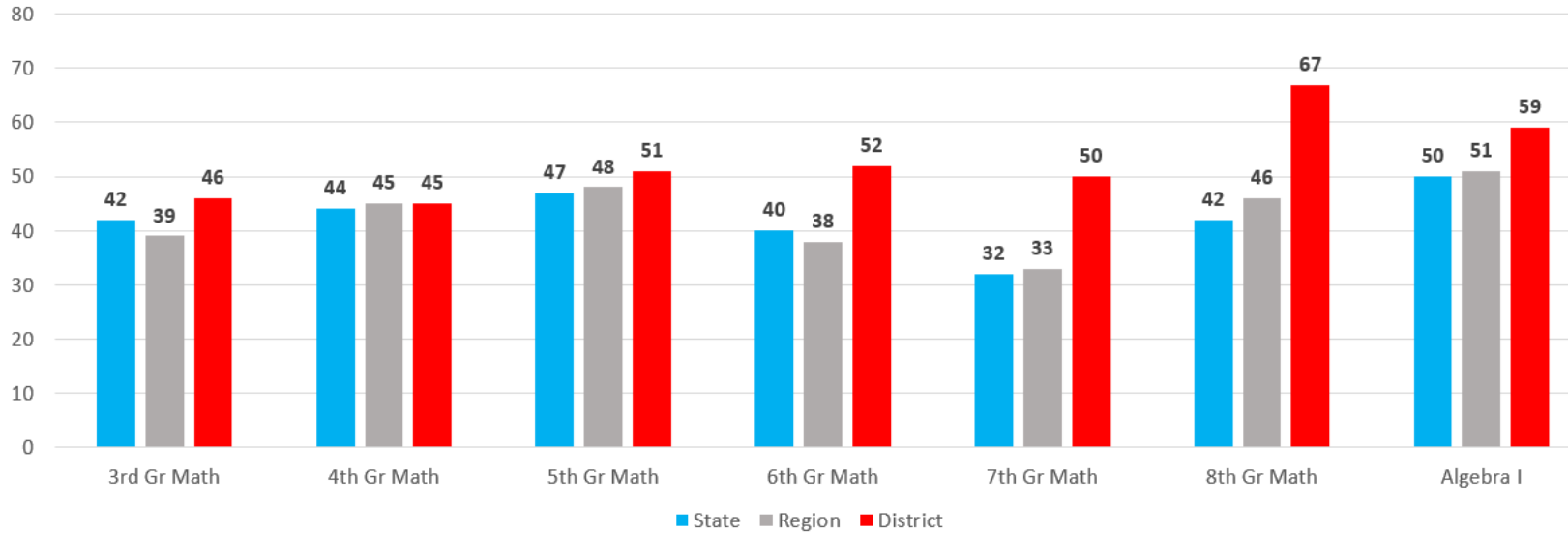
Average of Approaches, Meets, Masters Performance Levels



STAAR 2024 Math Performance

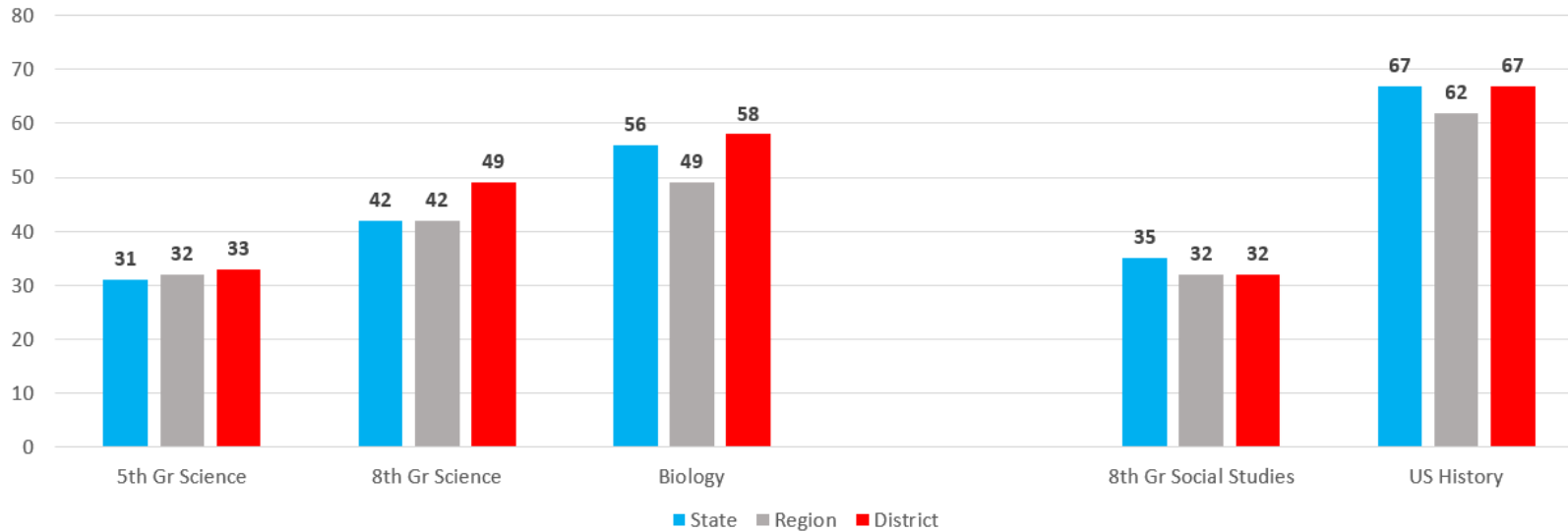
Average of Approaches, Meets, Masters Performance Levels

Average of Approaches, Meets, Masters Performance Levels



STAAR 2024 Science/Social Studies Performance

Average of Approaches, Meets, Masters Performance Levels



STAAR 2023 vs STAAR 2024

Assessment	State			Region			District		
	2023 Domain 1 (TAPR)	2024 Domain 1 (Raw)	Change	2023 Domain 1 (TAPR)	2024 Domain 1 (Raw)	Change	2023 Domain 1 (TAPR)	2024 Domain 1 (Raw)	Change
3rd Gr RLA	49	46	-3	49	47	-2	58	51	-7
3rd GR Math	46	42	-4	45	39	-6	49	46	-3
4th Gr RLA	49	51	2	49	52	3	56	56	0
4th Gr Math	47	44	-3	48	45	-3	53	45	-8
5th Gr RLA	55	53	-2	56	53	-3	63	62	-1
5th GR Math	51	47	-4	52	48	-4	54	51	-3
5th Gr Science	39	31	-8	40	32	-8	41	33	-8
6th Gr RLA	50	52	2	48	49	1	65	64	-1
6th Gr Math	44	40	-4	40	38	-2	58	52	-6
7th Gr RLA	53	51	-2	53	50	-3	62	62	0
7th Gr Math	37	32	-5	36	46	10	50	50	0
8th GR RLA	56	53	-3	55	51	-4	62	62	0
8th Gr Math	46	42	-4	33	46	13	67	67	0
8th Gr Science	46	42	-4	43	42	-1	55	49	-6
8th Gr Social Studies	37	35	-2	36	32	-4	42	32	-10
English I EOC	46	46	0	44	42	-2	60	52	-8
English II EOC	46	48	2	43	45	2	57	56	-1
Algebra I EOC	48	50	2	50	51	1	63	59	-4
Biology EOC	55	56	1	51	49	-2	64	58	-6
US History EOC	67	67	0	63	62	-1	68	67	-1

Student Learning Strengths

Our mission at Sharyland ISD is to “inspire, educate, and empower all students to reach their full potential and become leaders of the highest moral character.” To fulfill that mission, our definition of student success must include metrics that are also much broader than performance on assessments. Meeting our state and federal accountability expectations is important; however, student success at Sharyland ISD is based on meeting the needs of the whole child by providing an environment that is engaging, relevant, challenging, and safe. Ultimately, our students are successful if they have met their academic potential and are prepared for long-term next steps in the workforce, training, college, civic, military, and social environments.

To support our students in their overall well-being, Sharyland ISD has incorporated a comprehensive network of student support services, including counseling, tutoring, and academic advising. Through well-designed lessons, our students are learning and practicing the skills necessary to recognize and manage emotions, build positive relationships, and make responsible decisions. Students are provided safe learning environments to share good things with their classmates and have discussions about various real-world situations. With the help of our counseling staff, teachers are trained to recognize when a student needs additional emotional support. Since the pandemic our counselors have become much more than just academic advisors; they have truly become one with the teachers to help our students be emotionally prepared to succeed academically.

Another component of our student success is the commitment to fostering a growth mindset. Our staff works with our students to encourage positive attitudes towards challenges, emphasizing that setbacks are opportunities for learning and growth. Through engaging and challenging assignments and opportunities, students are encouraged to step out of their comfort zones, take educated risks, and learn from their experiences. Our passionate teacher instruct our students that in the classroom, practice field, or in a competition that daily practice and active participation will help them grow. Effort and improvement are constantly celebrated, rather than solely on outcomes. This approach instills in students the belief that they can overcome obstacles, adapt to new situations, and continually strive for excellence in any endeavor.

In Sharyland ISD we believe that students are guaranteed a safe and secure learning environment where they can achieve, succeed, and be life ready after high school. Our students are encouraged to actively participate in a wide array of activities to help develop the whole self. Our commitment to life-readiness involves guiding students in their transition to higher education or diverse career pathways. Comprehensive career counseling services are integral, providing students with insights into potential careers, educational requirements, and the skills needed for success in various fields. Through exposure to different professions, internships, and mentorship programs, students gain a practical understanding of the professional world.

The high levels of participation have created a culture of healthy competition that lifts our students to increasingly higher levels of success. For example, in the past five years our high school students have competed and won championships at the State and National levels in activities such as soccer, cheerleading, baseball, band, wrestling, powerlifting, Business Professionals of America, FFA, robotics, Health Occupations Students of America, chess, and mariachi. The levels of academic and extracurricular success experienced by the students of Sharyland ISD are a direct result of the deep dedication of the Sharyland ISD staff, community, business partners, and especially parents. As a team, we set high expectations, we put systems in place to achieve our goals, and we are willing to adjust when needed. Our success is not the result of any test, game, or competition. It is the result of the efforts of every member of this community staying focused and dedicated to our mission to “inspire, educate, and empower all our students to reach their full potential.”

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2024 STAAR scores showed regression across tests at Meets and Masters grade level performance. **Root Cause:** The overemphasis on test preparation strategies and techniques, rather than focusing on the deep development of conceptual understanding and critical thinking skills, is a contributing factor to the decline of STAAR Meets and Masters scores.

Problem Statement 2 (Prioritized): 8th Grade Social Studies scores are the lowest in the district. **Root Cause:** Major themes within the curriculum are missed during instruction with the curriculum currently needing updating.

Problem Statement 3 (Prioritized): 5th Grade Science STAAR Scores across the district are low, with a Domain 1 score of a 33, one point above the region, and 2 above the state. **Root Cause:** There has been many assignment changes out of 5th grade science across elementary campuses which leads to lower capacity and inconsistent application of curriculum.

Problem Statement 4 (Prioritized): An achievement gap exists between all students and economically disadvantaged, English Learners, and students in special education. **Root**

Cause: Tiered level interventions provided by general education teachers are not tracked and documented.

Problem Statement 5: 40% of High School students reported they do not know their counselor. **Root Cause:** Counselors are not visible or accessible to students as much as they would like due to time and load constraints.

Problem Statement 6: There is a need for additional teacher training on how to provide content and language for support special pops in each content area. **Root Cause:** Ongoing professional development opportunities that focus on effective instructional strategies for teaching students with special needs and English Language Learners are limited.

District Processes & Programs

District Processes & Programs Summary

A variety of district processes and programs were evaluated by the District Comprehensive Needs Assessment team. The data reviewed included discipline reports, attendance data, wellness and mental health programs and initiatives, technology integration, safety and security, and more.

Curriculum: The district Curriculum Department provides TEKS based support to all teachers K-12. Chief and Executive Director and content coordinators for Math, RLA, and Science as well as supporting staff provide content and instructional support to all teachers to include Year at a Glance documents, Scope and Sequence Unit plans, Districtwide Performance Assessments, and data analysis. At the campus levels, principals oversee the implementation of curriculum and support lesson design by facilitating PLC's and professional development.

Safety: Sharyland ISD prioritizes the safety and security of its students, staff, and personnel through a comprehensive set of safety protocols. These include armed security guards, collaboration with local police, digital visitor screening, locked doors, routine safety audits, and state-of-the-art surveillance systems. The district also employs safety films on entry doors, Stop the Bleed kits, secure fencing, and identification cards for staff and students. A dedicated Safety and Security Committee addresses concerns, while school counselors and collaboration with law enforcement ensure mental health and emergency readiness across all campuses.

Social Emotional Learning: Our whole child approach to SEL, with the implementation of actionable and best-practice based curriculums like CharacterStrong, 2 Words Character Development, and Capturing Kids' Hearts has provided our campuses with a universal language and basis for discussing this ever-growing need in our schools. Via weekly counselor lessons to school-wide assemblies, SEL has provided Sharyland ISD with a vehicle to address the needs of our students and staff. The innate need for humans to connect and form relationships is central to this premise - that SISD is a family and a community. From large-scale community events, partnerships with local mental health advocacies and agencies, and constant training and capacity building among our school counselors and leaders, we have made a concerted effort to be a source of support for all of our Sharyland ISD families.

Stakeholder Involvement: A number of opportunities are provided for stakeholders of Sharyland ISD to participate in decision making processes. Among those are DEIC, Needs Assessment, Superintendent Advisory Committees, SHAC, board committees and more. These efforts are mirrored at the campus levels as well.

Facilities: Our school district has its share of aging facilities which require upkeep and maintenance. Labor costs, supply chain considerations, and a general backlog of contractors add to the bottom line. Part of the budgetary process is to prioritize based on the immediacy of need and how this need impacts the operational suitability of our facilities.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Professional Development offerings are insufficiently aligned with individual teacher needs. **Root Cause:** Teacher input for designing relevant professional development is minimal.

Problem Statement 2 (Prioritized): There has been a noticeable increase in behavioral issues students at elementary schools, significantly impacting instruction across various levels. **Root Cause:** Only one behavior specialist in the district is not enough to train teachers and respond to high level support requests.

Problem Statement 3 (Prioritized): There is an increasing need to support the mental health and well-being of teachers across the district **Root Cause:** Teachers have much to do within their roles with little priority given to mental health days.

Problem Statement 4 (Prioritized): SRO's are not employed at Elementary Schools. **Root Cause:** Funding is limited.

Problem Statement 5: Content Support for Social Studies is limited and RLA support for K-12 is limited due to the comprehensive nature of the curriculum. **Root Cause:** Funding limits additional staffing positions in the CIA department.

Perceptions

Perceptions Summary

Perceptions discussions at Needs Assessment, DEIC, and a variety of district meetings included a thorough review of stakeholder surveys to include Spring 2024 Faculty and Staff, Parent, and Student Surveys. A significant number of teachers on the campus feel well-supported by their administrators, particularly when assistance is needed, and they highlight the strong sense of teamwork among colleagues as a key strength. Teachers express a high level of self-efficacy, feeling confident in their ability to meet the needs of their students. Communication between staff and leadership is deemed adequate, and resources necessary for instruction are readily provided. There is a strong focus on Career and Technical Education (CTE) opportunities, with high levels of participation from secondary students. Teachers also feel safe on campus, contributing to a positive working environment. Additionally, evening training sessions are offered, helping educators further their professional development. Students benefit from high levels of awareness and exposure to colleges, ensuring they are well-prepared for post-secondary opportunities. Overall, the campus culture fosters a supportive, collaborative, and resource-rich environment for both teachers and students.

Parent and community surveys are ongoing and a vital part of the feedback loop for Sharyland ISD. Taken as a whole, these surveys comprise the collective wants and needs of our community. In them, there are suggestions and recommendations - from safety concerns to parent and visitor protocols - which impact the experience our students and their families will have in our schools. Coupled with these surveys is the parent engagement and parent committees factor which add another layer of support to schools. These parent committees form part of several important groups which make our school district feel like a team. Parents serve on our school health advisory council, our safety and security panel, our site based decision making teams on campus, and our districtwide educational improvement council.

Sharyland ISD has held several town hall meetings to discuss a wide range of topics, such as safety, drug abuse/fentanyl and awareness, the vaping epidemic, technology and its pitfalls, and mental health first aid for parents and family members. Panels have been comprised of experts from these specific fields, many of which are parents of Sharyland students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of teacher involvement in decision making processes, leading to a disconnect between instructional staff and administrative decisions, which may impact engagement and job satisfaction. **Root Cause:** There is no compensation and limited time available for teachers to attend meetings to share input.

Problem Statement 2 (Prioritized): There is low survey participation from parent and staff groups. **Root Cause:** Timing of surveys and communication. frequency.

Problem Statement 3 (Prioritized): A high percentage of teachers reported a desire for additional leadership and career advancement opportunities. **Root Cause:** There is little awareness and communication on the variety of opportunities available to be involved.

Problem Statement 4 (Prioritized): There is a need for more parent trainings on things such as mental health/bullying/vaping. **Root Cause:** Increased societal issues impacting both the school and the home.

Priority Problem Statements

Problem Statement 1: 2024 STAAR scores showed regression across tests at Meets and Masters grade level performance.

Root Cause 1: The overemphasis on test preparation strategies and techniques, rather than focusing on the deep development of conceptual understanding and critical thinking skills, is a contributing factor to the decline of STAAR Meets and Masters scores.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 8th Grade Social Studies scores are the lowest in the district.

Root Cause 2: Major themes within the curriculum are missed during instruction with the curriculum currently needing updating.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 5th Grade Science STAAR Scores across the district are low, with a Domain 1 score of a 33, one point above the region, and 2 above the state.

Root Cause 3: There has been many assignment changes out of 5th grade science across elementary campuses which leads to lower capacity and inconsistent application of curriculum.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: District attendance rate of 94% remains below pre-covid levels.

Root Cause 4: A variety of factors including inconsistent attendance processes across schools, heightened social-emotional anxiety, and inadequate communication contribute to the low attendance rate at the school

Problem Statement 4 Areas: Demographics

Problem Statement 5: There has been a 31% increase in Special Education Students over the last 5 years (775 in 2019 to 1130 in 2024).

Root Cause 5: Increased awareness of special needs may be leading to more accurate identification of students who require Special Education services

Problem Statement 5 Areas: Demographics

Problem Statement 6: There is a need to provide additional instructional support for teachers and students in specific student groups where enrollment is increasing, such as English Language Learners (ELL) and Special Education (SPED).

Root Cause 6: Teachers may have limited experience and training working with students from diverse backgrounds and with varying levels of proficiency.

Problem Statement 6 Areas: Demographics

Problem Statement 7: There has been a noticeable increase in behavioral issues students at elementary schools, significantly impacting instruction across various levels.

Root Cause 7: Only one behavior specialist in the district is not enough to train teachers and respond to high level support requests.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: There is an increasing number of teachers needing an emergency permit for certification compliance including Bilingual, Math, and upper grade elementary.

Root Cause 8: There is a shortage of certified teachers applying for positions with many vacancies staying open extended time.

Problem Statement 8 Areas: Demographics

Problem Statement 9: New (0-3) year teacher retention rate is 75.26%.

Root Cause 9: New teachers struggle to attain appropriate certifications to continue in their content area.

Problem Statement 9 Areas: Demographics

Problem Statement 10: A high percentage of teachers reported a desire for additional leadership and career advancement opportunities.

Root Cause 10: There is little awareness and communication on the variety of opportunities available to be involved.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a lack of teacher involvement in decision making processes, leading to a disconnect between instructional staff and administrative decisions, which may impact engagement and job satisfaction.

Root Cause 11: There is no compensation and limited time available for teachers to attend meetings to share input.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: SRO's are not employed at Elementary Schools.

Root Cause 12: Funding is limited.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: There is an increasing need to support the mental health and well-being of teachers across the district

Root Cause 13: Teachers have much to do within their roles with little priority given to mental health days.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: An achievement gap exists between all students and economically disadvantaged, English Learners, and students in special education.

Root Cause 14: Tiered level interventions provided by general education teachers are not tracked and documented.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: There is low survey participation from parent and staff groups.

Root Cause 15: Timing of surveys and communication. frequency.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: There is a need for more parent trainings on things such as mental health/bullying/vaping.

Root Cause 16: Increased societal issues impacting both the school and the home.

Problem Statement 16 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data




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


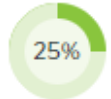

Goals





Goal 1: Student Excellence & Achievement - Exemplary student excellence and outstanding academic achievement.




Performance Objective 1: By June 2025, the district will increase raw STAAR component scores for Domain 1 from a 55 to 60 and Domain 2 A raw scores from 70 to 82.5.







Evaluation Data Sources: Walk-throughs, sign-in sheets, agendas, benchmark and STAAR test results, RDA reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Build leadership capacity of administrators to improve teacher and student performance.</p> <p>Strategy's Expected Result/Impact: Increase knowledge, understanding and skill in goal setting and monitoring performance in all administrators.</p> <p>Staff Responsible for Monitoring: Chief Instruction Officer, Executive Director for Curriculum, Instruction, and Assessment</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Staff Development - 255 - Title II, Part A</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze test results from current and prior years to adjust the delivery of curriculum and instruction to meet the needs of all students and identified special needs students.</p> <p>Strategy's Expected Result/Impact: Comprehensive Needs Assessment on areas of weakness. Action plans to address those areas.</p> <p>Staff Responsible for Monitoring: Chief Instruction Officer, Executive Director for Curriculum, Instruction, and Assessment, Director of Assessment, Principals, Special Ed. Director</p> <p>Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: District-level support to assist campuses in establishing a process to monitor the implementation of the written curriculum and state standards.</p> <p>Strategy's Expected Result/Impact: Refined curriculum documents that reflect all current state standards, to include special population supports</p> <p>Staff Responsible for Monitoring: District-Level Staff</p>	Formative		
	Nov	Feb	Apr
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monitor universal dyslexia screeners for kindergarten and first-grade students district-wide with a 100% completion by May 2024.</p> <p>Strategy's Expected Result/Impact: Provide early detection and intervention for students with dyslexia.</p> <p>Staff Responsible for Monitoring: Special Programs Director, Early Childhood Education Specialist</p> <p>Title I: 2.6</p> <p>Funding Sources: STEMscopes 3rd -9th SCE students - 199 - PIC 24 State Comp Ed, Read 180 - 199 - PIC 24 State Comp Ed</p>	Formative		
	Nov	Feb	Apr
	N/A		
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide supplemental accelerated instruction (before, during, extended day, and extended week) to students at risk of not meeting state academic standards.</p> <p>Strategy's Expected Result/Impact: All students will meet or surpass state academic standards.</p> <p>Staff Responsible for Monitoring: C & I Administrators Special Populations Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Funding Sources: - 211 - Title I, Part A, chromebook screen replacements for SCE students - 199 - PIC 24 State Comp Ed, Replacement chromebook screens for SCE students - 199 - PIC 24 State Comp Ed</p>	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: District-level support to assist campuses in conducting instructional planning for effective curriculum implementation.</p> <p>Strategy's Expected Result/Impact: Enhanced content knowledge and specificity through structured planning opportunities</p> <p>Staff Responsible for Monitoring: District-Level Staff</p>	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Use data to differentiate instruction and vertically align for all regular education and special population students. Utilize action plans in the core subject areas of need.</p> <p>Strategy's Expected Result/Impact: Campuses and district meet all targets in all domains, Benchmarks/ DPA, Comprehensive Needs Assessment</p> <p>Staff Responsible for Monitoring: Curriculum Department staff, Campus Principals</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	Apr
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: District-level support to assist campuses in implementing vertical team planning in K-2 Reading Language Arts with a focus on phonics curriculum alignment and the development of stations for small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased K-2 vertical alignment in RLA and small group instruction with the use of stations</p> <p>Staff Responsible for Monitoring: District-Level Staff</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Nov	Feb	Apr
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Strategically implement a district-wide MTSS program to support students who are struggling academically or behaviorally.</p> <p>Strategy's Expected Result/Impact: Through academic interventions (technology, software programs, and instructional resources) teachers will be able to close academic gaps and guide students to meet grade level expectations.</p> <p>Staff Responsible for Monitoring: Assessment Director, Special Programs Director</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 4 - District Processes & Programs 2</p>	Formative		
	Nov	Feb	Apr
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: District-level support to assist campuses in implementing writing opportunities (SCR) across all subject areas.</p> <p>Strategy's Expected Result/Impact: Increased writing scores and language proficiency in STAAR and TELPAS</p> <p>Staff Responsible for Monitoring: District-Level Staff</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	Apr
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide targeted supplemental instruction for students identified with academic needs or who did not perform satisfactorily on STAAR/EOC assessments.</p> <p>Strategy's Expected Result/Impact: Improvement on benchmarks/DPA, STAAR Jr., and STAAR results</p> <p>Staff Responsible for Monitoring: Chief Instruction Officer, Executive Director for Curriculum, Instruction, and Assessment, Content Coordinators</p> <p>Results Driven Accountability</p> <p>Funding Sources: STAAR Tutorial Classes - 199 - PIC 24 State Comp Ed, STAAR Tutorial Classes - 199 - General Funds</p>	Formative		
	Nov	Feb	Apr
			

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Implement tools to help students develop original thinking skills through academic writing and online research efforts</p> <p>Strategy's Expected Result/Impact: Produce original writing work to improve grades and test scores</p> <p>Staff Responsible for Monitoring: Principal, Dean and teachers,</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	Apr
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Utilize test banks to develop assessments aligned to state blueprints in core content areas.</p> <p>Strategy's Expected Result/Impact: Improvement in overall scores from assessment to assessment and campuses meet all targets in all domains on benchmarks/DPAs, STAAR assessments.</p> <p>Staff Responsible for Monitoring: Content Coordinators</p> <p>Funding Sources: - 199 - General Funds</p>	Formative		
	Nov	Feb	Apr
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Provide academic support/materials to ensure school and college readiness in reading and math.</p> <p>Strategy's Expected Result/Impact: Improved college readiness skills</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A, - 212 - Title I, Part C</p>	Formative		
	Nov	Feb	Apr
			
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Increase students achieving masters level performance on STAAR/EOC for all assessments and earn the postsecondary distinction as a district.</p> <p>Strategy's Expected Result/Impact: Number of students receiving masters levels will increase by 4% on benchmarks/DPA, and STAAR results</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction, Curriculum Directors, & Curriculum Specialists</p>	Formative		
	Nov	Feb	Apr
	N/A		

Strategy 16 Details	Formative Reviews		
Strategy 16: Provide opportunity for Summer Enrichment Programs in academic, social-emotional and college and career readiness Strategy's Expected Result/Impact: Improved grades and test scores Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor Title I: 2.4, 2.5	Formative		
	Nov	Feb	Apr
	N/A		
Strategy 17 Details	Formative Reviews		
Strategy 17: Provide mandatory Summer School Programs for credit recovery and supplemental accelerated instruction for at-risk students. Strategy's Expected Result/Impact: Pass summer school exams, EOC and STAAR exams. Staff Responsible for Monitoring: Program Directors and Coordinators	Formative		
	Nov	Feb	Apr
	N/A		
Strategy 18 Details	Formative Reviews		
Strategy 18: Provide Supplemental instruction for students such as one-to-one tutoring, extended day tutoring and tutoring during the day in reading and math in grades K-12. Strategy's Expected Result/Impact: Increase proficiency in state assessments Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor Title I: 2.4, 2.6 Funding Sources: - 211 - Title I, Part A	Formative		
	Nov	Feb	Apr
			
Strategy 19 Details	Formative Reviews		
Strategy 19: Provide students with alternate forms of literature and instructional materials district-wide. Strategy's Expected Result/Impact: Increase in reading scores at all grade levels Staff Responsible for Monitoring: Special Programs Director	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: There is a need to provide additional instructional support for teachers and students in specific student groups where enrollment is increasing, such as English Language Learners (ELL) and Special Education (SPED). **Root Cause:** Teachers may have limited experience and training working with students from diverse backgrounds and with varying levels of proficiency.

Student Learning

Problem Statement 1: 2024 STAAR scores showed regression across tests at Meets and Masters grade level performance. **Root Cause:** The overemphasis on test preparation strategies and techniques, rather than focusing on the deep development of conceptual understanding and critical thinking skills, is a contributing factor to the decline of STAAR Meets and Masters scores.

Problem Statement 4: An achievement gap exists between all students and economically disadvantaged, English Learners, and students in special education. **Root Cause:** Tiered level interventions provided by general education teachers are not tracked and documented.

District Processes & Programs




Problem Statement 2: There has been a noticeable increase in behavioral issues students at elementary schools, significantly impacting instruction across various levels. **Root Cause:** Only one behavior specialist in the district is not enough to train teachers and respond to high level support requests.






Goal 1: Student Excellence & Achievement - Exemplary student excellence and outstanding academic achievement.













Performance Objective 2: Reduce performance level assignments by 1 level in each indicator above zero (0) from the 2024 to 2025 Results Driven Accountability (RDA) report.

High Priority

Evaluation Data Sources: STAAR Data, Discipline Reports, RDA reports, and State Performance Plan Indicators.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer remediation, enrichment, acceleration, and other intervention programs for students in special populations.</p> <p>Strategy's Expected Result/Impact: Successful completion of program</p> <p>Staff Responsible for Monitoring: Program Directors and Coordinators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Program Funding - 224 - IDEA, Part B - Formula, Program Funding - 199 - PIC 25 State Bilingual, Program Funding - 211 - Title I, Part A, Program Funding - 212 - Title I, Part C, Program Funding - 255 - Title II, Part A, Program Funding - 263 - Title III, Part A, LEAD4WARD ADD ON Math resources for 8th grade JH's - 199 - PIC 24 State Comp Ed - \$1,200</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide support to students with dyslexia/related disorders by providing instructional materials, resources, technology, and other supports.</p> <p>Strategy's Expected Result/Impact: Increase the number of students at the "Approaches" level of performance to the "Meets" level of performance on state assessments.</p> <p>Staff Responsible for Monitoring: Special Programs Director</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor services in the least restrictive environment (LRE) for students with severe behavioral and emotional disorders.</p> <p>Strategy's Expected Result/Impact: Increase student LRE to the maximum amount of time possible.</p> <p>Staff Responsible for Monitoring: Special Education Director and Coordinator</p> <p>Results Driven Accountability - Equity Plan</p>	Formative		
	Nov	Feb	Apr
			




Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Improve instructional practices provided in an inclusion setting.</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting grade-level expectations.</p> <p>Staff Responsible for Monitoring: Special Ed Director and Coordinator</p> <p>Equity Plan</p>	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure identified gifted and talented students complete the Texas Performance Standards Project.</p> <p>Strategy's Expected Result/Impact: Completed Texas Performance Standard Project</p> <p>Staff Responsible for Monitoring: Advanced Academics Director</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	Apr
	N/A		
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide specific services, resources and supplies to implement intended program requirements and meet students' individualized needs.</p> <p>Strategy's Expected Result/Impact: Compliance with federal and state requirements</p> <p>Staff Responsible for Monitoring: Program Directors and Coordinators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Funding Sources: Supplies and Materials - 224 - IDEA, Part B - Formula, Allotment Funding - 199 - PIC 25 State Bilingual, Allotment Funding - 199 - PIC 24 State Comp Ed, Allotment Funding - 199 - PIC 23 State SpEd, Mileage for employees to carry out required activities - 211 - Title I, Part A - 211 61 6411 00 999 5 30 000</p>	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide ESL Strategists and Interventionists for elementary and secondary campuses to meet the needs of teachers and students.</p> <p>Strategy's Expected Result/Impact: Increased language and academic proficiency levels</p> <p>Staff Responsible for Monitoring: Program Director and Coordinator</p> <p>Title I: 2.4, 2.6 - Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
			






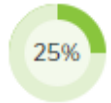
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide differentiated instructional strategies and programs for students in special populations.</p> <p>Strategy's Expected Result/Impact: Improved academic performance.</p> <p>Staff Responsible for Monitoring: Program Directors and Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	Apr
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide hands-on, print and digital instructional resources/programs to meet the needs of at-risk students.</p> <p>Strategy's Expected Result/Impact: Increased student performance on state mandated assessments and academic achievement.</p> <p>Staff Responsible for Monitoring: Program Directors and Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	Apr
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide advanced technology resources to target the needs of at-risk students.</p> <p>Strategy's Expected Result/Impact: Increased access to technology resources to help improve academic performance.</p> <p>Staff Responsible for Monitoring: Program Directors and Coordinators</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: IXL Science and ELA renewal software - 199 - PIC 24 State Comp Ed - \$19,713</p>	Formative		
	Nov	Feb	Apr
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide equitable services for students attending private schools who live in our district attendance zone.</p> <p>Strategy's Expected Result/Impact: Improved academic performance of PNP students</p> <p>Staff Responsible for Monitoring: Federal Programs Director, Special ED Director</p>	Formative		
	Nov	Feb	Apr
			
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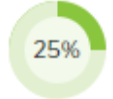



Goal 1: Student Excellence & Achievement - Exemplary student excellence and outstanding academic achievement.






Performance Objective 3: Increase the College, Career, and Military Readiness (CCMR) rate from 90% to 95% by implementing targeted strategies that enhance student preparedness for post-secondary success.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District-level support to assist secondary campuses to monitor student progress and graduation plan fulfillment.</p> <p>Strategy's Expected Result/Impact: Implementation of credit checks, individual student's prescriptions, PGPs, and tracking of college and career readiness will support graduation fulfillment</p> <p>Staff Responsible for Monitoring: District-Level Staff</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: District-level support to assist campuses in utilizing an effective Course/Credit Validation Analysis (CVA) process through the use of an external validation agency to evaluate foreign transcripts of recent immigrants.</p> <p>Strategy's Expected Result/Impact: Expedited evaluation process of academic records or transcripts for out-of-country students to increase graduation opportunities</p> <p>Staff Responsible for Monitoring: District-Level Staff</p> <p>Funding Sources: Title III - 263 - Title III, Part A</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: District-level support to assist campuses in educating students about graduation options and programs available in our schools to promote college and career readiness.</p> <p>Strategy's Expected Result/Impact: Increased completion of Foundation with Endorsements Graduation Plan, Distinguished Level of Achievement, Programs of Study, and Industry-Based Certifications</p> <p>Staff Responsible for Monitoring: District-Level Staff</p>	Formative		
	Nov	Feb	Apr
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District-level support for students at-risk of not graduating through the Sharyland Alternative Education Center - Options Program. and Homebound services when necessary.</p> <p>Strategy's Expected Result/Impact: Implementation of an individualized instructional plan for students using a collaborative transition process among campuses will support higher graduation rates</p> <p>Staff Responsible for Monitoring: District-Level Staff</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: District-level support to assist high school campuses in continuing dropout prevention efforts to reduce the rate from 0.1 % to 0.08% while implementing recovery programs and systems for at-risk students.</p> <p>Strategy's Expected Result/Impact: Implementation of Computer Assisted Credit Recovery Program, Credit by Exams, Specially Designed Intervention Courses will support Dropout Prevention</p> <p>Staff Responsible for Monitoring: District-Level Staff</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Purchase Comprehensive Library Licenses for SCE students/edmentum - 199 - PIC 24 State Comp Ed</p>	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: District-level support for teen parents to provide pregnancy-related services to encourage their continuity in school and reach graduation.</p> <p>Strategy's Expected Result/Impact: Dropout prevention</p> <p>Staff Responsible for Monitoring: District Counseling Director, District Federal Programs Staff, District Level Staff</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide district-level support to increase the number of students earning Industry-Based Certifications (IBCs) in Career and Technical Education (CTE) programs, aiming to boost the current completion rate from 81% to 85%.</p>	Formative		
	Nov	Feb	Apr
			




Strategy 8 Details	Formative Reviews		
Strategy 8: Support campuses in implementing structured CTE pathways to ensure students complete courses and acquire essential skills for high-demand careers while maintaining partnerships with colleges, technical schools, and industry partners to enhance CTE offerings and provide diverse work-based learning opportunities.	Formative		
	Nov	Feb	Apr
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Encourage student involvement in Career and Technical Student Organizations (CTSOs) to foster leadership skills, competition, and real-world career exploration opportunities that enhance overall career readiness.	Formative		
	Nov	Feb	Apr
	N/A		
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide district-level support for campuses to ensure that students receiving special education services graduate with a completed IEP, workforce readiness skills, and an advanced graduation plan with a distinguished level of achievement.	Formative		
	Nov	Feb	Apr
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Provide district-level support for resources and programs to help students meet Texas Success Initiative Assessment (TSIA) College, Career, and Military Readiness (CCMR) criteria and prepare for college entrance exams, including offering the SAT free of charge to all juniors in the spring or seniors in the fall and implementing HB College Preparatory Math and ELAR courses.	Formative		
	Nov	Feb	Apr
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Increase student enrollment and success in Advanced Placement (AP) courses and exams, and enhance the accessibility of dual credit courses to allow students to earn college credit while still in high school.	Formative		
	Nov	Feb	Apr
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Leverage existing College and Career Centers to inform students and parents about higher education admission processes, financial aid options, and scholarship opportunities to ensure a smooth transition to college.	Formative		
	Nov	Feb	Apr
			


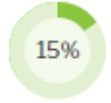


Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Promote and provide access to course offerings, such as Honors, Dual Credit (DC), and Advanced Placement (AP) for students in special populations.</p> <p>Strategy's Expected Result/Impact: Course participation and successful completion</p> <p>Staff Responsible for Monitoring: Program Directors and Coordinators</p> <p>Title I: 2.4, 2.5 - Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			









Goal 1: Student Excellence & Achievement - Exemplary student excellence and outstanding academic achievement.

Performance Objective 4: Provide supplemental, evidence-based academic opportunities as well as social and emotional support for 100 % of Migrant, Homeless, Foster Care and Low-income students in 2024-2025








Evaluation Data Sources: Successful program completion, high school credits, participation logs, NGS reports, sign-in sheets, contact logs, High School Completion

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer alternative methods for credit accrual and recovery by providing multiple opportunities such as: credit by exam and credit recovery in grades 9th - 12th.</p> <p>Strategy's Expected Result/Impact: Successful course completion and graduation</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	Apr
	 25%		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Offer college experience opportunities for junior high and high school students</p> <p>Strategy's Expected Result/Impact: Successful program Completion, students obtaining additional High School and College Credits</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Nov	Feb	Apr
	 15%		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide home-based Migrant Education Program for 3 and 4-year-old identified Migrant students and their parents.</p> <p>Strategy's Expected Result/Impact: Increase PK Readiness skills</p> <p>Staff Responsible for Monitoring: Federal Programs Director, Migrant Home Educator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 212 - Title 1, Part C</p>	Formative		
	Nov	Feb	Apr
	 25%		

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide homework assistance opportunities and tools for students to support the state's challenging standards in reading and math.</p> <p>Strategy's Expected Result/Impact: Improve homework completion rates and improve grades</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 212 - Title 1, Part C</p>	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide general supplies, social and emotional support services as well as instructional materials to assist in the social well-being and academic success of students.</p> <p>Strategy's Expected Result/Impact: improve living situation and Social-Emotional well-being to positively impact academic performance for Migrant, Homeless and Foster Care Students.</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 2.6</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide "above and beyond" educational experiences to enhance the learning potential of students.</p> <p>Strategy's Expected Result/Impact: Improve academic performance</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Funding Sources: - 211 - Title I, Part A, - 212 - Title 1, Part C</p>	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement recruitment efforts to identify new migrant families: NGS Reports, review late entry and early exit, use social media and surveys</p> <p>Strategy's Expected Result/Impact: Increase number of identified Migrant Families</p> <p>Staff Responsible for Monitoring: Federal Programs Director, Migrant Staff</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	Apr
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement strategies to encourage post-secondary enrollment through Career Awareness Club and special accomplishment recognitions.</p> <p>Strategy's Expected Result/Impact: Successful post-secondary planning and enrollment</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 2.6</p> <p>Funding Sources: - 211 - Title I, Part A, - 212 - Title 1, Part C, - 199 - General Funds</p>	Formative		
	Nov	Feb	Apr
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Implement strategies to reach out to Migrant out of school youth to encourage high school completion.</p> <p>Strategy's Expected Result/Impact: Successful completion of High School Diploma or GED</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 2.6</p> <p>Funding Sources: - 211 - Title I, Part A, - 212 - Title 1, Part C</p>	Formative		
	Nov	Feb	Apr
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide training and support to Migrant/Homeless Students and their families on how to effectively use resources and tools to increase success in Reading and Math.</p> <p>Strategy's Expected Result/Impact: Improved achievement scores, High School completion</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	Apr
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Establish a campus committee to ease transitions and establish procedures to lessen the adverse impact of movement for Homeless and Foster Care Students.</p> <p>Strategy's Expected Result/Impact: Ensure students are provided with academic and extra curricular opportunities</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 2.6</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	Apr
			



Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Conduct parent meetings to provide information on academic success such as college and career readiness and graduation requirements as well as community resources available.</p> <p>Strategy's Expected Result/Impact: Increase awareness and participation</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 4.2</p> <p>Funding Sources: - 211 - Title I, Part A, - 212 - Title 1, Part C</p>	Formative		
	Nov	Feb	Apr
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Provide childcare, transportation and light snacks to remove barriers and facilitate participation of families in meetings, workshops and conferences.</p> <p>Strategy's Expected Result/Impact: Increase parent participation and skill acquisition.</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 4.2</p> <p>Funding Sources: materials and food - 211 - Title I, Part A, - 212 - Title 1, Part C</p>	Formative		
	Nov	Feb	Apr
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Develop and implement a set of procedures that outline strategies for partial and full credit accrual for migrant students with late entry and/or early withdrawal.</p> <p>Strategy's Expected Result/Impact: Increase number of credits</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p>	Formative		
	Nov	Feb	Apr
			
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Provide training to parents through PAC Meetings and other opportunities on the use of math and reading resources.</p> <p>Strategy's Expected Result/Impact: increased knowledge of resources and improve student academic success</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	Apr
			


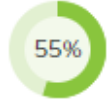





Strategy 16 Details	Formative Reviews		
Strategy 16: Provide training to MEP staff on the use of reading and math resources and MEP Program updates. Strategy's Expected Result/Impact: Improve student achievement Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor Title I: 2.6	Formative		
	Nov	Feb	Apr
			
Strategy 17 Details	Formative Reviews		
Strategy 17: Provide training/presentation to non- MEP staff on the Migrant Program Strategy's Expected Result/Impact: Increase knowledge of the Migrant Program by non-MEP staff Staff Responsible for Monitoring: Federal programs Director, MEP staff Title I: 2.6	Formative		
	Nov	Feb	Apr
			
Strategy 18 Details	Formative Reviews		
Strategy 18: Coordinate Migrant services with out of state Migrant offices and local Texas Migrant Interstate Program (TMIP) services Strategy's Expected Result/Impact: Student Success Staff Responsible for Monitoring: Federal programs Director, Migrant Staff	Formative		
	Nov	Feb	Apr
			
Strategy 19 Details	Formative Reviews		
Strategy 19: Improve logistics and workspaces or make other operational upgrades to help staff perform required tasks effectively. Strategy's Expected Result/Impact: Effective performance in required tasks Staff Responsible for Monitoring: Federal Programs Director	Formative		
	Nov	Feb	Apr
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Student Excellence & Achievement - Exemplary student excellence and outstanding academic achievement.

Performance Objective 5: Enhance school safety by fostering a secure environment that promotes the physical and emotional well-being of students and staff. Aim to reduce safety-related incidents by 5%, as measured by district safety and discipline reports, through quarterly monitoring and implementing targeted interventions, with a goal of achieving this by June 2025.

Evaluation Data Sources: Utilize Sign In Sheets and District Incident Reports.


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a multi-hazard emergency operations plan for use in all district facilities which includes training in preparedness, response, and recovery. As part of the plan, all facilities will practice the following including but not limited to: fire drills, lock downs, severe weather, active shooter, and bomb threats.</p> <p>Strategy's Expected Result/Impact: Prepare each campus by taking a proactive approach and practicing what to do in case of a real situation</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer Director of Facilities/Risk Management Principals Assistant Principals</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In collaboration with Counseling and Guidance the district will support and promote a safe in-school and extra curricular environment that supports positive physical, emotional, health, and social well-being for students and staff.</p> <p>Strategy's Expected Result/Impact: Ensure the overall wellness of our students and staff.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Chief Student Services Officer Director of Counseling Athletic Director Principals Assistant Principals Nurses Counselors LSSP's Coaches</p> <p>Funding Sources: - 281 - ESSER II</p>	Formative		
	Nov	Feb	Apr
			








Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The district will include a policy on responding to an active shooter emergency as part of it's multi-hazard emergency operations plan, in addition to providing training to staff and school district peace officers.</p> <p>Strategy's Expected Result/Impact: Awareness of protocol during an active shooter emergency.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer Executive Director of Student Services Director of Facilities/Risk Management Principals</p>	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Establish and train a Threat Assessment and Safe and Supportive School Team at each campus to implement the policies and procedures established by the Texas School Safety Center to include physical and psychological safety, crisis response, threats in schools, and school climate.</p> <p>Strategy's Expected Result/Impact: District guidelines and handbook on policies and procedures established by the Texas School Safety Center</p> <p>Implement a proactive approach to incidences at the campus level</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer Executive Director of Student & Support Services Director of Facilities/Risk Management Principals LSSP's Director for Counseling Counselors Nurses</p>	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The district will foster a strategic partnership with a local security company and police departments to ensure protection, safety, and law enforcement intervention through on-going assessments, tailored support and training.</p> <p>Strategy's Expected Result/Impact: Reduction of incidences</p> <p>Staff Responsible for Monitoring: Chief Student Support Officer Director of Facilities/Risk Management</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Student Excellence & Achievement - Exemplary student excellence and outstanding academic achievement.

Performance Objective 6: Positive Behavior Interventions and Support (PBIS) will serve as the foundation for an effective student management framework aimed at reducing behavior incidents by 3% by the end of June 2025.

Evaluation Data Sources: Campus and District Discipline Reports







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Track discipline data quarterly to analyze discipline events and removal actions of all students including Special education and 504 students.</p> <p>Strategy's Expected Result/Impact: Decrease in discrepancies in reporting codes/removal actions</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure alternative educational program/campus meet to ensure state and local expectations are met for highly qualified staff, student attendance, and student discipline matters.</p> <p>Strategy's Expected Result/Impact: Ensuring we are following all guidelines for alternative education programs</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer Executive Director of Human Resources, Principals Assistant Principals</p>	Formative		
	Nov	Feb	Apr
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide presentations, staff development and resources to campuses, district, and community to improve parent/child communication, student support through individual/ small group counseling and more effectively address identified student safety areas such as : hazing, suicide prevention, dating violence, sexual abuse, verbal aggression, sexual harassment, sex trafficking, violence prevention/ intervention, bullying/cyber bullying, misuse of internet/technology resources, trauma and grief informed care, and other maltreatment of children.</p> <p>Strategy's Expected Result/Impact: Bring awareness and reduce incidences through counseling lessons and interventions</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer</p> <p>Director for Guidance & Counseling</p>	Formative		
	Nov	Feb	Apr
	N/A		






Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Adopt and implement a character education program for K-12 which includes positive character traits. Elementary and junior high utilize Capturing Kids Hearts. The high school uses School Links SEL component. The Athletic department utilizes Two Word Curriculum via extracurricular activities (secondary).</p> <p>Strategy's Expected Result/Impact: Provide students with monthly counseling lessons that address the different character traits of the curriculum used</p> <p>Staff Responsible for Monitoring: Counselors Director for Counselor Athletic Director</p> <p>Funding Sources: - 282 - ESSER III</p>	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Report out of school suspensions to include information on the basis of the suspension, the student's identifying information, and the days the student was suspended.</p> <p>Strategy's Expected Result/Impact: Reduce inconsistencies in reporting</p> <p>Staff Responsible for Monitoring: District PEIMS Director Principals Asst. Principals PEIMS Clerks</p>	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Ensure that students who are homeless are not placed in out of school suspension unless the student engages in conduct related to weapons, drugs and violent offenses as stated on HB692 (c) (1-3) while on campus or attending a school-related activity on or off the school property. The campus discipline administrator must work with the district's Homeless Liaison to identify appropriate alternatives to out of school suspension.</p> <p>Strategy's Expected Result/Impact: Reduce out of school suspensions for students who are homeless</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Homeless Liaison</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Student Excellence & Achievement - Exemplary student excellence and outstanding academic achievement.

Performance Objective 7: Enhance student satisfaction rates by 5% by providing comprehensive awareness of mental health interventions and resources by the end of June 2025.

Evaluation Data Sources: Sign-In Sheets, Agendas, Brochures, Presentations, Parent Surveys



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Enhance district initiatives by implementing comprehensive educational programs and training for staff to promote awareness and support for students in Suicide Prevention, Mental Health, Sexual Abuse, and Sexual Harassment, while collaborating with community organizations to foster a safe school environment.</p> <p>Strategy's Expected Result/Impact: Reduction in student-related incidences</p> <p>Staff Responsible for Monitoring: Director for Counseling Principals Assistant Principals, LSSPs, LPC, Counselors</p> <p>Funding Sources: HB 1041, HB 2186, Team Leadership, -Rattlers Guiding Rattlers, Children Advocacy Centers, Child Protective Services, Sharyland ISD Student/Parent Handbook, Outside Resources - 199 - General Funds, HB 1041, HB 2186, Team Leadership, - Rattlers Guiding Rattlers, Children Advocacy Centers, Child Protective Services, Sharyland ISD Student/Parent Handbook, Outside Resources - 265 - Title IV, Part A</p>	Formative		
	Nov	Feb	Apr
	 25%		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Offer targeted professional development with Mental Health First Aid training to help staff recognize and address student mental health issues, and Trauma-Informed Care workshops to support students experiencing trauma.</p> <p>Strategy's Expected Result/Impact: The impact would be a more supportive school climate, where staff are better equipped to address students' emotional needs, leading to improved student engagement, satisfaction, and academic performance.</p> <p>Staff Responsible for Monitoring: Chief of Student Services Director of Counseling Counselors Nurse's LSSP's</p>	Formative		
	Nov	Feb	Apr
	 20%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partner with local mental health organizations to provide additional resources, support services, and workshops for students, ensuring a comprehensive approach to mental health intervention.</p> <p>Strategy's Expected Result/Impact: Improved mental health outcomes and utilization of array of resources</p> <p>Staff Responsible for Monitoring: Chief of Student Services Director of Guidance and Counseling Nurses Social Workers Administrators</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


Goal 1: Student Excellence & Achievement - Exemplary student excellence and outstanding academic achievement.


Performance Objective 8: Reduce the involvement of students in bullying and drug use by 5%, as measured by district discipline reports, by the end of June 2025.

Evaluation Data Sources: Utilize Brochures, Sign In Sheets, and PEIMS 425 Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide information and presentations to students that support the Sharyland ISD safe schools initiatives, including topics such as: gang violence, bullying, and substance abuse</p> <p>Strategy's Expected Result/Impact: Bring awareness and intervention through counseling lessons and discussions through the athletic programs</p> <p>Staff Responsible for Monitoring: Principals Assistant Principals Director for Counseling Counselors P.E. Coaches Athletic Director</p> <p>Funding Sources: Team Matrix Model -Tuesday Night, Counseling Session Teen Intervene Program "Rattlers Choose to Care", SHAC, Red Ribbon Activities-Random drug testing policy, Rattlers Guiding Rattlers Striking News - 265 - Title IV, Part A</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and implement strategies for drug awareness and prevention designed to create environments and conditions that support behavioral health and the ability of students to withstand challenges. (SP 3.2.1)</p> <p>Strategy's Expected Result/Impact: Decrease the number of students involved in drug-related incidences</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services Director of Counseling Counselors</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop partnerships with external service organizations for students diagnosed with substance abuse and mental health issues to live productive lives in the community. (SP 3.2.2)</p> <p>Strategy's Expected Result/Impact: Students will be able to contribute to society in a positive and productive manner</p> <p>Staff Responsible for Monitoring: Director of Counseling Counselors SHAC committee</p>	Formative		
	Nov	Feb	Apr
	N/A		

 No Progress

 Accomplished




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 Discontinue

Goal 1: Student Excellence & Achievement - Exemplary student excellence and outstanding academic achievement.

Performance Objective 9: Sharyland ISD's DAEP will operate year-round, focusing on positive behavior interventions and skill-building to reduce behavior incidents by 3% and shorten assigned stays by May 2025.

Evaluation Data Sources: Utilize the PEIMS 425 Record report and Comprehensive Needs Assessment

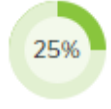





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review student attendance, code of conduct and completion of assignments for good behavior with students in the DAEP program.</p> <p>Strategy's Expected Result/Impact: Re-establish a positive support system for students to prevent reintegration into DAEP</p> <p>Staff Responsible for Monitoring: DAEP Administrator Principals Counselors PEIMS Clerks</p> <p>Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
	 25%		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide structured counseling services at elementary and secondary DAEP.</p> <p>Strategy's Expected Result/Impact: Provide guidance to students to prevent reintegration into DAEP.</p> <p>Staff Responsible for Monitoring: DAEP Administrator and Counselors</p> <p>Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
	 15%		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue efforts to reduce recidivism rates through mentorship and counseling.</p> <p>Strategy's Expected Result/Impact: Provide guidance and support to reduce reintegration into DAEP.</p> <p>Staff Responsible for Monitoring: DAEP Administrator, Counselors Teachers</p> <p>Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
	 25%		

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: DAEP placement for a student who engages in conduct that contains elements of the offense of harassment under Section 42.07 against an employee of the school district.</p> <p>Strategy's Expected Result/Impact: HR Documentation and Investigation DAEP Placement Forms</p> <p>Staff Responsible for Monitoring: DAEP Administrator Executive Director for Human Resources</p>	Formative		
	Nov	Feb	Apr
	N/A		
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The campus administrator shall create and implement a personalized transition plan for a student returning to campus after placement in DAEP no later than three instructional days before the student's release date.</p> <p>Strategy's Expected Result/Impact: Provide support through a transition plan to help students become productive on their own campus and reduce their return to DAEP.</p> <p>Staff Responsible for Monitoring: DAEP Administrator Principals Counselors Teachers</p> <p>Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Employee Experience- Exceptional staff engagement, satisfaction, and professional growth via innovative recruitment and effective retention

Performance Objective 1: Strategically recruit top talent.

Evaluation Data Sources: Staffing Reports, Certification Reports, TIA results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: By spring 2025, implement and train administration and support staff in the use of the applicant tracking platform. Strategy's Expected Result/Impact: 100% of hiring managers will be trained in using the platform by February of 2025. Staff Responsible for Monitoring: Director of Employee Relations Problem Statements: Demographics 5</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: By Spring 2026, develop sustainable competitive compensation protocols based on market salary analysis. Strategy's Expected Result/Impact: Completion of external review salary comparison survey. Implementation of recommendations. Staff Responsible for Monitoring: HR Coordinator</p>	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 1 Problem Statements:






Demographics
<p>Problem Statement 5: There is an increasing number of teachers needing an emergency permit for certification compliance including Bilingual, Math, and upper grade elementary. Root Cause: There is a shortage of certified teachers applying for positions with many vacancies staying open extended time.</p>

Goal 2: Employee Experience- Exceptional staff engagement, satisfaction, and professional growth via innovative recruitment and effective retention

Performance Objective 2: Support all new employees in order to increase our new employee retention rate from 75.26% to 85% by the end of June 2025.

Evaluation Data Sources: SISD Personnel retention rates
Exit interviews

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish a formal mentoring, training and support program for new teachers (new to career or new to district) and tenured professionals promoted to new positions by 2026.</p> <p>Strategy's Expected Result/Impact: Retain our staff and teachers. Provide our staff with quality professional learning.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum, Instruction, & Assessment; Director of Employee Relations</p> <p>Problem Statements: Demographics 6</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and sustain meaningful leadership and talent development opportunities.</p> <p>Strategy's Expected Result/Impact: Number of participants in Leadership and Talent Development Cohorts. Number of professional learning opportunities.</p> <p>Staff Responsible for Monitoring: Chief Administrative Officer, Chief Student Support Officer</p> <p>Problem Statements: Perceptions 1, 3</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Establish an employee education and awareness program that informs staff of current employee benefits and creates partnerships to increase access to other well-being goods and services. Evidenced by a 75% employee satisfaction rate.</p> <p>Strategy's Expected Result/Impact: Number and quality of initiatives and well-being activities developed by the employee benefits committee.</p> <p>Staff Responsible for Monitoring: HR Benefits & Leave Specialist</p>	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Participate in regional job fairs to recruit highly effective teachers.</p> <p>Strategy's Expected Result/Impact: Recruit and hire highly qualified staff.</p> <p>Staff Responsible for Monitoring: Director for Human Resources</p> <p>Funding Sources: HR Department, Principals, and Teachers - 199 - General Funds</p>	Formative		
	Nov	Feb	Apr
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Recruit and retain teachers in critical areas including Special Education Bilingual, Math to meet TEA certification requirements under chapter 89 of the Texas Administrative Code (TAC).</p> <p>Strategy's Expected Result/Impact: Meet the certification requirements of chapter 89 of the TAC.</p> <p>Staff Responsible for Monitoring: Director for Human Resources Bilingual/ESL Coordinator</p> <p>Problem Statements: Demographics 5, 6</p>	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			




Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 5: There is an increasing number of teachers needing an emergency permit for certification compliance including Bilingual, Math, and upper grade elementary. Root Cause: There is a shortage of certified teachers applying for positions with many vacancies staying open extended time.</p>
<p>Problem Statement 6: New (0-3) year teacher retention rate is 75.26%. Root Cause: New teachers struggle to attain appropriate certifications to continue in their content area.</p>
Perceptions
<p>Problem Statement 1: There is a lack of teacher involvement in decision making processes, leading to a disconnect between instructional staff and administrative decisions, which may impact engagement and job satisfaction. Root Cause: There is no compensation and limited time available for teachers to attend meetings to share input.</p>
<p>Problem Statement 3: A high percentage of teachers reported a desire for additional leadership and career advancement opportunities. Root Cause: There is little awareness and communication on the variety of opportunities available to be involved.</p>









Goal 2: Employee Experience- Exceptional staff engagement, satisfaction, and professional growth via innovative recruitment and effective retention

Performance Objective 3: By June 2025, the district will increase the existing employee retention rate from 86.26% to 90% by implementing a comprehensive staff retention, support and rewards program that recognizes staff achievements.

Evaluation Data Sources: SISD personnel retention rates; Exit interviews;







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Apply, calibrate, and train staff to implement Teacher Incentive Allotment successfully by Summer of 2025.</p> <p>Strategy's Expected Result/Impact: Completion of data collection year for Cohort G.</p> <p>Staff Responsible for Monitoring: Staff Responsible for Monitoring: Chief Instruction Officer</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: By spring 2025, establish an employee of the year program for all employee groups, including auxiliary, para-professional, professional, and substitute staff.</p> <p>Strategy's Expected Result/Impact: The number of staff recognitions and honors. The number of engagement activities. Staff attendance rates each reporting period.</p> <p>Staff Responsible for Monitoring: Public Relations Officer/Director of Employee Relations</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional development opportunities and resources for all district staff in all areas of special education.</p> <p>Strategy's Expected Result/Impact: Increased knowledge and capacity when working with Special Education Students.</p> <p>Staff Responsible for Monitoring: Campus Principals, Special Education Director, Special Education Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	Apr
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide Bilingual/ESL and Special Education stipends to qualified personnel.</p> <p>Strategy's Expected Result/Impact: SISD will retain highly qualified staff in high need areas.</p> <p>Staff Responsible for Monitoring: Federal Program Director, Bilingual/ESL Coordinator, and Special Education Director</p> <p>Funding Sources: Aware, Skyward, Forethought, PEIMS Data, and Staff Development - 199 - General Funds, Aware, Skyward, Forethought, PEIMS Data, and Staff Development - 224 - IDEA, Part B - Formula</p>	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement class-size reduction at selected elementary campuses in grades K-4th in August/September.</p> <p>Strategy's Expected Result/Impact: Reduced class size and increase in student performance.</p> <p>Staff Responsible for Monitoring: Director for Human Resources, Chief Administrative Officer, Principals</p>	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide stipends for Master's degree in teaching field.</p> <p>Strategy's Expected Result/Impact: SISD will retain highly qualified staff in high need content areas.</p> <p>Staff Responsible for Monitoring: Director for Human Resources</p> <p>Funding Sources: Board-approved Stipend Amount, Salary and Stipend Booklet, and Stipend Schedule - 199 - General Funds</p>	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Continue monthly Principals', Assistant Principals', and Administrators' Meetings and provide ongoing staff development.</p> <p>Strategy's Expected Result/Impact: Campus administrators and district administrative staff will receive all necessary information and training to execute their job duties efficiently and effectively. They will be given guidance and opportunities to build their leadership capacity.</p> <p>Staff Responsible for Monitoring: Superintendent, Chief Administrative Officer, Chief Instruction Officer, Department Directors</p> <p>Funding Sources: District Policies, District Calendar, and TEA Resources - 199 - General Funds</p>	Formative		
	Nov	Feb	Apr
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide staff development opportunities for CTE teachers and staff to allow them to obtain updates on CTE curriculum, innovative practices, and newest technologies.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge and ability to teach in their respective career cluster by allowing them to attend PD opportunities such as their respective summer conference, Region One workshops, and Academic Leadership Alliance (ALA) teacher externship program.</p> <p>Staff Responsible for Monitoring: District Leadership & Support Staff</p> <p>Funding Sources: - 199 - PIC 22 State CTE</p>	Formative		
	Nov	Feb	Apr
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide curriculum based professional development that is relevant, effective and ongoing that includes interventions that address learning gaps.</p> <p>Strategy's Expected Result/Impact: Improved specialized and targeted professional learning for all groups in our learning community to develop a better curricular understanding and improve student achievement.</p> <p>Staff Responsible for Monitoring: District Leadership & Support Staff</p> <p>Funding Sources: Strategic Plan - 199 - General Funds, Texas Curriculum Management TEKS Resource - 199 - PIC 24 State Comp Ed - \$24,490</p>	Formative		
	Nov	Feb	Apr
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Continue to provide professional development, curriculum resources and instructional supports for prekindergarten educators in order to ensure appropriate, consistent and high quality implementation of state-adopted curriculum (Prekindergarten Guidelines) and programming.</p> <p>Strategy's Expected Result/Impact: All preschool teachers will be highly qualified in the area of early childhood education.</p> <p>Staff Responsible for Monitoring: District Leadership & Support Staff</p>	Formative		
	Nov	Feb	Apr
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Provide Staff Development opportunities to non-teaching staff to ensure compliance in their current assignment though updates and training that is relevant to their program/department.</p> <p>Strategy's Expected Result/Impact: Highly qualified, trained staff</p> <p>Staff Responsible for Monitoring: Department Directors, Executive Directors</p> <p>Funding Sources: program funds - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 2: Employee Experience- Exceptional staff engagement, satisfaction, and professional growth via innovative recruitment and effective retention



Performance Objective 4: Achieve an overall score of 80% for employee satisfaction.








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify and implement a contemporary employee engagement instrument with a 90% employee participation rate. Strategy's Expected Result/Impact: Completion of data collection year for Cohort G. Staff Responsible for Monitoring: Chief Instruction Officer</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish district practices to include employee participation in committees or advisory groups to inform decision-making., with employee participation in 50% of committees throughout the district. Strategy's Expected Result/Impact: The number of employees participating in district committees and advisory groups. Development and implementation of written administrative regulations pertaining to the representation of employees in committees and advisory groups. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Director of Employee Relations</p>	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Employee Experience- Exceptional staff engagement, satisfaction, and professional growth via innovative recruitment and effective retention

Performance Objective 5: Establish comprehensive nursing and crisis team protocols focused on injury prevention, response management, and treatment care for students and staff to reduce incidents by 3% by June 2024.

Evaluation Data Sources: Clinic incident reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish a traumatic injury response protocol at each campus to include training on the use of a bleeding control station.</p> <p>Strategy's Expected Result/Impact: Provide immediate treatment in case of a traumatic injury to help prevent excessive blood loss and sustained injury.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Executive Director of Student & Support Services Director of Risk Management/Operations District Charge Nurse Principals Campus Incident Commanders Nurses School Resource Officer</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each campus nurse and designated campus support personnel will complete an approved training course on care of students with seizure disorders and implement a seizure management and treatment plan provided by the student's parent/guardian.</p> <p>Strategy's Expected Result/Impact: Recognize and provide quick and effective care to help support the student with a seizure disorder in the learning environment.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services, District Charge Nurse, Campus Nurses, Campus Designated Staff Support</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create and administer guidelines and policies for the care of students at risk for Anaphylaxis. This policy shall be posted on the district's website with guidance for a parent/guardian to be able to access the district's complete guidelines document.</p> <p>Strategy's Expected Result/Impact: Provide guidelines to parents/guardians on the care of students with food allergies that are at risk for Anaphylaxis.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services, District Charge Nurse Nurses</p>	Formative		
	Nov	Feb	Apr
	N/A		





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The district School Health Advisory Council Committee will recommend appropriate grade level curriculum and instruction on the topic of opioid addiction, abuse, and treatment.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of opioid related incidences</p> <p>Staff Responsible for Monitoring: District Charge Nurse District SHAC members Director of Counseling Counselors Nurses</p>	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The district School Health Advisory Council Committee shall develop strategies to increase parental awareness on the early warning signs of suicide, behavioral and mental health concerns, and substance abuse disorders.</p> <p>Strategy's Expected Result/Impact: Prevention of incidences across the district</p> <p>Staff Responsible for Monitoring: District Charge Nurse Director for Counseling District SHAC members Counselors Nurses</p>	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: School Resource Officers (SRO) shall perform duties as described in the MOU with City of Mission Police Department. A SRO shall not be assigned routine classroom discipline or administrative tasks. Specific duties can be found in the SISD Student Code of Conduct.</p> <p>Strategy's Expected Result/Impact: Effective implementation of safety program.</p> <p>Staff Responsible for Monitoring: Executive Director for Facilities and Risk Management</p> <p>Title I: 4.1</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Employee Experience- Exceptional staff engagement, satisfaction, and professional growth via innovative recruitment and effective retention

Performance Objective 6: Develop a Professional Development plan to increase productivity and staff effectiveness with specific student target groups, including Special Education, Bilingual Education, and At-Risk students.

Evaluation Data Sources: District Report Card, Campus Report Card, Employee Satisfaction Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use cloud- based applications such as Google Drive to increase staff productivity. Strategy's Expected Result/Impact: Increased data migration to Google Workspace. Staff Responsible for Monitoring: Chief Technology Officer, Coordinator for Digital Learning, Coordinator for Network Services Funding Sources: laptops for teachers and campus staff - 255 - Title II, Part A</p>	Formative		
	Nov	Feb	Apr
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish a central online hub with lessons to help teachers enhance their proficiency in online learning tools. Strategy's Expected Result/Impact: An expanded repository of of how-to videos, guides and strategies for self-paced training and support. Staff Responsible for Monitoring: Coordinator for Digital Learning, Chief Technology Officer, Webmaster Funding Sources: Laptops for teachers and campus staff - 255 - Title II, Part A</p>	Formative		
	Nov	Feb	Apr
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional development and coaching to specifically target the needs of at-risk students. Strategy's Expected Result/Impact: Increased utilization of available resources to meet the needs of at-risk students. Staff Responsible for Monitoring: Program Directors and Coordinators Title I: 2.4, 2.5, 2.6 Funding Sources: EDPACT - 199 - PIC 24 State Comp Ed - \$20,000</p>	Formative		
	Nov	Feb	Apr
	N/A		

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide focused and specific professional development on special education, bilingual education, and at-risk education during designated planning and prep days.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity to serve all students and sub pops.</p> <p>Staff Responsible for Monitoring: Chief Instruction Officer</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Nov	Feb	Apr
	N/A		
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide professional development opportunities to all teachers interested in becoming dyslexia practitioners or dyslexia therapist to better support students with dyslexia and related disorders.</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting grade level expectations</p> <p>Staff Responsible for Monitoring: Special Programs Director, Special Ed Director</p>	Formative		
	Nov	Feb	Apr
	N/A		
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Offer professional development opportunities to specialty staff to ensure they stay current with their job requirements and maintain the all necessary certifications.</p> <p>Strategy's Expected Result/Impact: Increase knowledge and stay current with job requirements and certifications</p> <p>Staff Responsible for Monitoring: District Administrators</p>	Formative		
	Nov	Feb	Apr
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 6 Problem Statements:







Demographics
<p>Problem Statement 2: There is a need to provide additional instructional support for teachers and students in specific student groups where enrollment is increasing, such as English Language Learners (ELL) and Special Education (SPED). Root Cause: Teachers may have limited experience and training working with students from diverse backgrounds and with varying levels of proficiency.</p>

Goal 2: Employee Experience- Exceptional staff engagement, satisfaction, and professional growth via innovative recruitment and effective retention

Performance Objective 7: Enhance employee satisfaction rates by 5% by providing comprehensive awareness of mental health interventions and resources, with measurable outcomes tracked through employee feedback surveys, by the end of June 2025.

High Priority

Evaluation Data Sources: Employee feedback surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer regular mental health workshops and training sessions to educate employees about mental health topics, coping strategies, and available resources, thereby fostering a culture of support and awareness within the organization.</p> <p>Strategy's Expected Result/Impact: Increased awareness, improved coping skills, enhanced employee satisfaction</p> <p>Staff Responsible for Monitoring: Human Resources Director Chief of Student Services Director of Guidance and Counseling Counselors LSSP's</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement wellness programs/professional development that promote physical and mental health, such as yoga classes, mindfulness sessions, and stress management workshops.</p> <p>Strategy's Expected Result/Impact: Increased awareness, improved coping skills, enhanced employee satisfaction</p>	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 2: Employee Experience- Exceptional staff engagement, satisfaction, and professional growth via innovative recruitment and effective retention

Performance Objective 8: Establish, plan, implement, and evaluate a comprehensive school counseling program aligned with the Texas Model for Comprehensive School Counseling Programs by the Texas Counseling Association. By June 2025, allocate 80% of counseling services to proactive, student-focused initiatives in accordance with the 80/20 TEA mandate to enhance student support and engagement.

High Priority

Evaluation Data Sources: Here are some concise evaluation data sources for the school counseling program:

- Student Feedback Surveys
- Counselor Activity Logs
- Behavioral Incident Reports
- Academic Performance Metrics
- Attendance Records
- Parent Satisfaction Surveys
- Counseling Session Evaluations
- Focus Group Discussions with Students




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To allocate 80% of counseling services to proactive initiatives by June 2025, the district will set clear goals, provide professional development for counselors, and ensure adequate resources for effective strategies. Collaboration with community organizations will enhance resources for students and families, while a monitoring system will track progress and facilitate regular feedback sessions with stakeholders. Quarterly updates will inform district leadership on advancements and necessary adjustments to meet the 80/20 TEA mandate.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals Increased attendance Increase in intra/interpersonal skills</p> <p>Staff Responsible for Monitoring: Director of Guidance & Counseling Counselors</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Community Connections- Robust stakeholder engagement through clear and transparent communication channels, complemented by collaborative and effective marketing and public relations strategies to ensure satisfaction.








Performance Objective 1: Enhance Parent and Stakeholder Engagement - Strengthen, enrich, and preserve stakeholder and parent/guardian engagement by increasing participation in district events by 10% and improving engagement quality, as measured through event feedback and survey responses by May 2025.

High Priority

Evaluation Data Sources: Event Participation Reports
 Surveys and Feedback Forms
 Engagement Metrics
 Focus Groups or Interviews
 Parent and Stakeholder Communication Logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host targeted, diverse events catering to different stakeholder groups</p> <p>Strategy's Expected Result/Impact: Increase attendance and engagement from a broader demographic of parents and stakeholders by addressing their specific needs and interests.</p> <p>Staff Responsible for Monitoring: Campus Principals, Public Relations Department</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a campus and Superintendent newsletter district-wide that provides regular updates on events, student progress information, and resources.</p> <p>Strategy's Expected Result/Impact: Improve overall communication and participation by making information more accessible, leading to a 10% increase in event participation.</p> <p>Staff Responsible for Monitoring: Campus Principals, CAO's Office, Public Relations, Office of Superintendent</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase the use of feedback mechanisms post-events (e.g., surveys, suggestion boxes, digital forms) to assess engagement quality and identify areas for improvement.</p> <p>Strategy's Expected Result/Impact: Enhanced event quality based on stakeholder feedback, reflected in improved satisfaction scores and meaningful participation.</p> <p>Staff Responsible for Monitoring: Public Relations Department, Office of Parent and Family Engagement, Event Coordinators, Parent-Teacher Organization Leaders, Principals</p>	Formative		
	Nov	Feb	Apr
			







Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Involve parents in school and district activities and celebrations for Family Literacy Nights, Parental Involvement Day, Parent Volunteer Appreciation Day, Red Ribbon Week, family picnics, award assemblies, etc.</p> <p>Strategy's Expected Result/Impact: Increase parental engagement in school and district activities.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Librarians, Community Liaisons, Office of Parent and Family Engagement</p> <p>Title I: 4.2</p>	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Offer educational classes for parents at the campus and district level to present topics that are pertinent to academic and social-emotional needs of At Risk students.</p> <p>Strategy's Expected Result/Impact: Improve school and home safety and relationships.</p> <p>Staff Responsible for Monitoring: Director of Counseling, Counselors, Office of Parent and Family Engagement, Social Workers, Community Liaisons</p>	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide Surrogate Parent Training for parent responsibility related to their Special Education rights and responsibilities.</p> <p>Strategy's Expected Result/Impact: Increase parents knowledge of their role as surrogate parents to increase parent responsibility.</p> <p>Staff Responsible for Monitoring: Special Ed. Director, Special Ed. Coordinator</p> <p>Funding Sources: Light snacks for parent meeting - 199 - General Funds</p>	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide Parent Support Groups for parents of students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increased district support for parents with children receiving special education.</p> <p>Staff Responsible for Monitoring: Special Ed. Director, Special Ed. Coordinators, LSSPs</p>	Formative		
	Nov	Feb	Apr
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Continue to involve parents in the School Health Advisory Committee (SHAC).</p> <p>Strategy's Expected Result/Impact: Increase parent input and decision making in district committees.</p> <p>Staff Responsible for Monitoring: SHAC Committee Chair, SHAC Representatives</p> <p>Funding Sources: Light snacks for parent meetings - 199 - General Funds</p>	Formative		
	Nov	Feb	Apr
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Include a parent representative of a special population student in the District Education Improvement Committee (DEIC). Strategy's Expected Result/Impact: Increase input on decisions made for special population students. Staff Responsible for Monitoring: Chief Instructional Officer, Executive Director of C&I, Special Ed. Director, Principals</p>	Formative		
	Nov	Feb	Apr
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide adult ESL classes to increase school engagement of parents of Emergent Bilingual (EB) students in the education process. Strategy's Expected Result/Impact: Build English proficiency for parents to better communicate and support their children. Staff Responsible for Monitoring: Office of Parent and Family Engagement</p> <p>Title I: 4.1 Funding Sources: Headphones, books, etc. - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	Apr
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Plan and provide parent meetings at a variety of times (morning/afternoon), days, and methods (meetings, virtual, recorded sessions, home visits, etc.) Strategy's Expected Result/Impact: Remove barriers to parent participation and build capacity Staff Responsible for Monitoring: Principals, Community Liaisons, Office of Parent and Family Engagement</p> <p>Title I: 4.2</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 3: Community Connections- Robust stakeholder engagement through clear and transparent communication channels, complemented by collaborative and effective marketing and public relations strategies to ensure satisfaction.

Performance Objective 2: Improve External Stakeholder Satisfaction and Feedback - Promote and foster community and external stakeholder satisfaction by increasing the positive feedback score on community satisfaction surveys to at least 80%, and improving responsiveness to stakeholder concerns by 25%, as tracked through satisfaction surveys and communication logs by May 2025.




Evaluation Data Sources: Community Satisfaction Surveys
 Branching Minds Logs
 Community Forums and Town Halls

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host regular parent meetings and community forums to address stakeholder concerns and provide updates on district initiatives.</p> <p>Strategy's Expected Result/Impact: Increased transparency and trust with external stakeholders, leading to higher satisfaction survey scores and stronger community relations.</p> <p>Staff Responsible for Monitoring: Campus Principals, Superintendent's Office, Public Relations Department, Board of Trustees.</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish a dedicated community relations task force, spearheaded by Student Services and the Chief Administrative Office, to promptly address and resolve external stakeholder concerns.</p> <p>Strategy's Expected Result/Impact: Enhanced responsiveness, with a 25% improvement in resolving concerns as reflected in communication logs/branching minds and feedback surveys.</p> <p>Staff Responsible for Monitoring: Public Relations Department, Chief Administrative Officer, Student Services, and Campus Principals.</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote a district-wide feedback method to streamline the process for submitting and responding to community feedback, ensuring timely follow-up.</p> <p>Strategy's Expected Result/Impact: Increased positive feedback scores on community satisfaction surveys to at least 50%, with faster response times leading to improved stakeholder trust and engagement.</p> <p>Staff Responsible for Monitoring: Public Relations Department, Campus Administrators, CAO Office, Student Services, Office of Parent and Family Engagement</p>	Formative		
	Nov	Feb	Apr
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 3: Community Connections- Robust stakeholder engagement through clear and transparent communication channels, complemented by collaborative and effective marketing and public relations strategies to ensure satisfaction.


Performance Objective 3: Revitalize Public Relations and Marketing to Strengthen Presence - Revitalize and strengthen strategic public relations, marketing, and advertising efforts by launching three targeted campaigns (Superintendent, Student Spotlight/Board Commendations, There's No Place Like Sharyland ISD), increasing social media engagement by 25%, and boosting community awareness by May 2025, as measured by social media analytics, web, and mass messaging analytics.

Evaluation Data Sources: Social Media Analytics
 Website Traffic and Analytics
 Mass Messaging Analytics
 Campaign Feedback Surveys
 Community Awareness Surveys
 Informal Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Launch the "There's No Place Like Sharyland ISD" campaign, focusing on the district's unique culture, academic excellence, and community involvement.</p> <p>Strategy's Expected Result/Impact: Increased community awareness and pride in the district, as measured by higher engagement across social media and feedback from campaign surveys.</p> <p>Staff Responsible for Monitoring: Public Relations Department, Campus Principals, Superintendent's Office</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Roll out the "Forward with Howard" campaign, highlighting the leadership and vision of the district's superintendent through social media, newsletters, and video/podcast updates.</p> <p>Strategy's Expected Result/Impact: Improved community connection with district leadership, leading to a 25% increase in social media engagement and positive feedback in surveys.</p> <p>Staff Responsible for Monitoring: Public Relations Department, Superintendent's Office</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Establish the "Student Spotlight" and "Board Commendations" campaigns to celebrate student and board achievements through multimedia content, including videos, newsletters, and local news features.</p> <p>Strategy's Expected Result/Impact: Enhanced public recognition of student accomplishments and board efforts, resulting in higher engagement metrics and increased web traffic.</p> <p>Staff Responsible for Monitoring: Public Relations Department, Campus Principals, Board of Trustees</p>	Formative		
	Nov	Feb	Apr
			

 No Progress

 Accomplished








 Continue/Modify

 Discontinue

Goal 3: Community Connections- Robust stakeholder engagement through clear and transparent communication channels, complemented by collaborative and effective marketing and public relations strategies to ensure satisfaction.

Performance Objective 4: Enhance Communication and Collaboration - Increase the number of parents involved in the decision-making process by 5% by May 2025, focusing on including diverse parent voices through regular feedback opportunities such as surveys, focus groups, and committees




Evaluation Data Sources: Parent Participation Logs
 Survey Response Rates
 Focus Group and Committee Attendance Records
 Parent Feedback Surveys
 Meeting Minutes and Reports






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish regular parent feedback opportunities, including surveys and focus groups, to gather input on district initiatives and policies.</p> <p>Strategy's Expected Result/Impact: Increase parent participation in district decision-making processes, with a focus on diverse perspectives. Achieve a 5% increase in parent involvement, as measured by survey and focus group participation</p> <p>Staff Responsible for Monitoring: Public Relations Department, Campus Principals, Office of Parent and Family Engagement</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create a district-wide Superintendent Parent Advisory Committee to ensure that parent feedback is integrated into key decision-making processes, with representation from all campuses and diverse backgrounds.</p> <p>Strategy's Expected Result/Impact: Improved collaboration between parents and district leadership, leading to a more inclusive decision-making process and a 5% increase in parent involvement.</p> <p>Staff Responsible for Monitoring: Superintendent's Office, Public Relations Department, Campus Principals, Office of Parent and Family Engagement</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote opportunities for parents to join committees, attend district forums, and attend parent meetings through targeted outreach efforts, including bilingual communications, digital marketing, and community events.</p> <p>Strategy's Expected Result/Impact: Enhanced awareness and participation from underrepresented parent groups, resulting in increased diversity in the decision-making process.</p> <p>Staff Responsible for Monitoring: Public Relations Department, Community Liaisons, Office of Parent and Family Engagement</p>	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Community Connections- Robust stakeholder engagement through clear and transparent communication channels, complemented by collaborative and effective marketing and public relations strategies to ensure satisfaction.

Performance Objective 5: Expand and Improve Parent Training Programs - Expand parent training programs on critical topics such as mental health, bullying, and vaping by introducing three new training sessions by May 2024, and achieve at least a 20% increase in parent participation and satisfaction, measured through training feedback and sign-in forms.

Evaluation Data Sources: Training Sign-in Forms
 Training Feedback Forms
 Post-Training Surveys
 Parent Participation Logs
 Session Completion Certificates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and launch three new parent training sessions focused on mental health, bullying prevention, and vaping awareness, in partnership with mental health professionals, and community organizations.</p> <p>Strategy's Expected Result/Impact: Increase in parent knowledge and awareness of critical issues, leading to higher participation rates (20% increase) and improved satisfaction scores based on feedback forms.</p> <p>Staff Responsible for Monitoring: Public Relations Department, Director of Counseling, Mental Health Professionals, Campus Principals.</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement bilingual and accessible training materials to ensure all parents, including non-English speakers and those with special needs, can fully participate in the training sessions.</p> <p>Strategy's Expected Result/Impact: Expanded reach of training sessions to diverse parent groups, resulting in broader participation and higher satisfaction ratings, with a target of 20% improvement.</p> <p>Staff Responsible for Monitoring: Public Relations Department, Federal Programs Department, Special Education Department, Campus Principals</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create an online training platform offering virtual access to parent training sessions, allowing for more flexible participation.</p> <p>Strategy's Expected Result/Impact: Increased accessibility and convenience for parents, leading to a measurable 20% growth in participation, especially among working parents or those with scheduling conflicts.</p> <p>Staff Responsible for Monitoring: Public Relations Department, Technology Department, CIA, Instructional Technology, Office of Parent and Family Engagement, Campus Principals.</p>	Formative		
	Nov	Feb	Apr
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase awareness of dyslexia/other related disorders and the services provided to students through district-wide parent training.</p> <p>Strategy's Expected Result/Impact: Provide early identification of students under dyslexia/related disorders and be able to provide students with needed supports.</p> <p>Staff Responsible for Monitoring: Special Programs Director</p>	Formative		
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

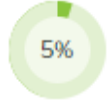
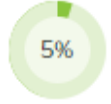
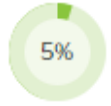
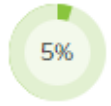
Goal 3: Community Connections- Robust stakeholder engagement through clear and transparent communication channels, complemented by collaborative and effective marketing and public relations strategies to ensure satisfaction.




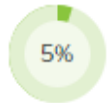
Performance Objective 6: Increase family satisfaction rates by 5% by implementing a comprehensive awareness campaign on mental health interventions and resources, with outcomes evaluated through parent feedback surveys, by the end of June 2025.





Goal 3: Community Connections- Robust stakeholder engagement through clear and transparent communication channels, complemented by collaborative and effective marketing and public relations strategies to ensure satisfaction.






Performance Objective 7: Increase the number of parents that will be informed and included in the decision-making process by 5% by May 2025.

Evaluation Data Sources: Skylert reports, sign-in sheets, contact logs, meeting minutes, agendas, flyers, invitations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide parent-school communication in English and Spanish [other languages as needed]. Strategy's Expected Result/Impact: Parents receive communication in their language. Staff Responsible for Monitoring: Principals, Office of Parent and Family Engagement Funding Sources: Translation Services - 211 - Title I, Part A</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide parent orientation sessions such as Open House, Meet the Teacher Night, Curriculum Night, Report Card Night, etc. Strategy's Expected Result/Impact: Increased parent participation in school functions. Staff Responsible for Monitoring: Principals, Office of Parent and Family Engagement Title I: 4.2</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase parental awareness in instructional, extracurricular, and special programs. Strategy's Expected Result/Impact: Increased student participation in these programs. Staff Responsible for Monitoring: District Coordinators Title I: 4.2</p>	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase Skyward Family Access awareness to monitor student progress and attendance. Strategy's Expected Result/Impact: Parents will receive immediate information on their student's grades and attendance. Staff Responsible for Monitoring: Principals, Office of Parent and Family Engagement, Community Liaisons</p>	Formative		
	Nov	Feb	Apr
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase parental awareness regarding House Bill 5/Graduation Requirements at secondary campuses.</p> <p>Strategy's Expected Result/Impact: Higher graduation rates.</p> <p>Staff Responsible for Monitoring: Principals, Go Centers, Counselors</p> <p>Title I: 4.2</p>	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Maintain websites, campus "Parents" webpage, Remind App and Skylert as communication tools for students, parents, staff, and the community.</p> <p>Strategy's Expected Result/Impact: Parents and the community will have access to the most updated information.</p> <p>Staff Responsible for Monitoring: Public Relations Director, Webmaster, Principals, Office of Parent and Family Engagement</p>	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide parent engagement sessions, such as workshops, classes, meetings, and family nights, to enhance the capacity of our parents and families.</p> <p>Strategy's Expected Result/Impact: Improved relationships between school and home, enabling parents to gain a deeper understanding of the school system and support their children more effectively at home.</p> <p>Staff Responsible for Monitoring: Office of Parent and Family Engagement, Community Liaisons, Principals</p>	Formative		
	Nov	Feb	Apr
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide campus-based Title I informational meetings by the end of October.</p> <p>Strategy's Expected Result/Impact: Increase parent understanding of the Title I program.</p> <p>Staff Responsible for Monitoring: Principals, Community Liaisons, Office of Parent and Family Engagement</p> <p>Title I: 4.2</p>	Formative		
	Nov	Feb	Apr
			




Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Continue Parent Advisory Committee (PAC) meeting for parents to participate in decision making and policy review for parent and family engagement.</p> <p>Strategy's Expected Result/Impact: Increased parent input in school decisions.</p> <p>Staff Responsible for Monitoring: Federal Programs Director, Office of Parent and Family Engagement, Principals, Community Liaisons</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Nov	Feb	Apr
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Coordinate transition opportunities in the Spring for students and their families entering the following Fall: *pre-kinder or kindergarten for the first time *from Elementary to Jr. High *from Jr. High to High School *from High School to postsecondary education</p> <p>Strategy's Expected Result/Impact: Increase readiness skills for transition to the next grade level.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Community Liaisons, Office of Parent and Family Engagement, Early Childhood Coordinator, Counselors</p>	Formative		
	Nov	Feb	Apr
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Inform junior high and high school parents about higher education admissions, financial aid opportunities (including the TEXAS grant program) and sources for further information.</p> <p>Strategy's Expected Result/Impact: Increased participation and knowledge of financial aid opportunities and admission into higher education organizations.</p> <p>Staff Responsible for Monitoring: Principals, Go Centers, Counselors</p> <p>Title I: 4.2</p>	Formative		
	Nov	Feb	Apr
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Provide access to DIP/CIP in a language that parents understand.</p> <p>Strategy's Expected Result/Impact: Increase accessibility to the DIP./CIP document and information (front office, district/school website, parent meetings, copies available at front desk, etc...)</p> <p>Staff Responsible for Monitoring: Principal, Federal Programs Director, Office of Parent and Family Engagement</p> <p>Title I: 4.1</p>	Formative		
	Nov	Feb	Apr
			


Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Provide opportunities for parents, teachers and community members to participate in the review of district data and conduct a comprehensive needs assessment.</p> <p>Strategy's Expected Result/Impact: Increase parental participation</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Federal Programs Director, Principals</p> <p>Title I: 4.2</p>	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 3: Community Connections- Robust stakeholder engagement through clear and transparent communication channels, complemented by collaborative and effective marketing and public relations strategies to ensure satisfaction.


Performance Objective 8: Increase communications with parents and community members by 3% by utilizing multiple communication methods to address discipline matters through the end of May 2025.

Evaluation Data Sources: Utilize Sign In Sheets, Agendas, Brochures, and Presentations.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district, in collaboration with the campus, shall provide parents with timely notification should the campus receive a perceived threat or report.</p> <p>Strategy's Expected Result/Impact: Bring awareness and support should a campus encounter a terroristic threat.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Support Services Executive Director of Student & Support Services Principal</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide campuses and teachers with multiple methods for communicating with parents: District/Campus websites, Automotive call system (Skylert), parent email address, SPSTO Meetings, Parent Meetings (Federal/Special Education), Skyward Family Access, letters, and brochures.</p> <p>Strategy's Expected Result/Impact: Bring awareness and communication with parents</p> <p>Staff Responsible for Monitoring: Director of Technology, Director for C & I District PR staff Principals Asst. Principals</p> <p>Funding Sources: District's Calendar of Events, Sharyland ISD Parent/Student Handbook - 199 - General Funds</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each school shall post the name and contact information of their campus behavior coordinator who oversees student discipline on their campus web page.</p> <p>Strategy's Expected Result/Impact: Establish lines of communication between parents and principals and/or assistant principals to discuss behavior concerns.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services Executive Director of Student and Support Services Principals Asst. Principals</p>	Formative		
	Nov	Feb	Apr
			

 No Progress

 Accomplished

 Continue/Modify






 Discontinue

Goal 4: Fiscal Responsibility- Implement transparent and efficient business and finance processes to guarantee equitable distribution of district resources and operations sustainability.

Performance Objective 1: Optimize strategic revenue streams for sustainability to result in maintaining or increasing 100% of campus allocations.

High Priority

Evaluation Data Sources: PEIMS Reports, Attendance Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Annually improve student enrollment and attendance rates to maximize Student Average Daily Attendance (ADA) by identifying attendance trends and developing attainable goals on a per-campus basis.</p> <p>Strategy's Expected Result/Impact: Increased ADA resulting in additional revenue for SISD</p> <p>Staff Responsible for Monitoring: Chief Administrative Officer, Chief Student Support Officer, PEIMS Department, Principals,</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to collaborate with local developers and SISD Public Relations to identify new housing opportunities within district boundaries that can generate additional student enrollments, and advertise those enrollment opportunities</p> <p>Strategy's Expected Result/Impact: Increased Enrollment</p> <p>Staff Responsible for Monitoring: CFO, CPO</p>	Formative		
	Nov	Feb	Apr
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			






Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: District attendance rate of 94% remains below pre-covid levels. Root Cause: A variety of factors including inconsistent attendance processes across schools, heightened social-emotional anxiety, and inadequate communication contribute to the low attendance rate at the school</p>

Goal 4: Fiscal Responsibility- Implement transparent and efficient business and finance processes to guarantee equitable distribution of district resources and operations sustainability.

Performance Objective 2: Strengthen and revitalize the strategic allocation plan through innovative enhancements to boost effectiveness and efficiency

Evaluation Data Sources: Monitor budget data, and compare to similar neighboring school districts to gauge efficiency.

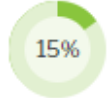
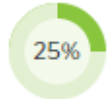
Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure the efficiency of current processes. Collaborate with principals and collect feedback on the process. Strategy's Expected Result/Impact: Achieve budget objectives. Staff Responsible for Monitoring: CFO, CAO	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			







Goal 4: Fiscal Responsibility- Implement transparent and efficient business and finance processes to guarantee equitable distribution of district resources and operations sustainability.

Performance Objective 3: Optimize strategic revenue streams for sustainability to result in maintaining or increasing 100% of campus allocations.

High Priority

Evaluation Data Sources: PEIMS Reports, Attendance Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Evaluate the acquisition and renewal of software based on the evidence of usage. Purchases will be intentional and we will maximize the use of programs that we have purchased.</p> <p>Strategy's Expected Result/Impact: Evaluation of any renewal for any current platforms will be based on usage reports for software that has been implemented. Decisions will be based on reports by June 2025.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer, Asst. Chief Instruction Officer and Coordinator for Digital Learning</p> <p>Title I: 2.4</p> <p>Funding Sources: Kami Renewal - 211 - Title I, Part A, District and Campus Improvement Plan Software - 199 - General Funds, District Software Licenses - 199 - General Funds, Progress Learning for SCE students/license - 199 - PIC 24 State Comp Ed, IXL license for SCE students - 199 - PIC 24 State Comp Ed</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Transition to a digital process with the ability to create, submit, and approve digital forms in an effort to facilitate the approval flow and eliminate paper-based processes.</p> <p>Strategy's Expected Result/Impact: Increase form flow effectiveness and improve health and safety procedures</p> <p>Staff Responsible for Monitoring: Chief Data Analyst, Chief Financial Officer, Chief Technology officer</p> <p>Funding Sources: - 281 - ESSER II</p>	Formative		
	Nov	Feb	Apr
			

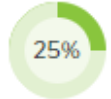

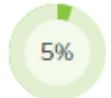
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create a comprehensive technology hardware and software replacement plan that addresses safety, security and program updates (SP 4.1.1.4).</p> <p>Strategy's Expected Result/Impact: A comprehensive equipment replacement plan that perpetually ensures that all schools are equipped with adequate, secure and updated technology resources for students and staff.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer, Computer Services Coordinator, Network Services Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 281 - ESSER II</p>	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Upgrade the current mechanical heating, ventilation and air-conditioning system to improve indoor air quality in school facilities</p> <p>Strategy's Expected Result/Impact: improved indoor air quality</p> <p>Staff Responsible for Monitoring: Executive Director of Maintenance</p> <p>Funding Sources: - 282 - ESSER III</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			






Goal 4: Fiscal Responsibility- Implement transparent and efficient business and finance processes to guarantee equitable distribution of district resources and operations sustainability.

Performance Objective 4: By June 2025, the district aims to increase the average attendance rate from 94.1% in 2023-2024 to 96.0%.

High Priority

Evaluation Data Sources: Distance attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District-level support to assist campuses in monitoring their daily attendance rates to comply with local and state guidelines. Strategy's Expected Result/Impact: Increased attendance rates and meet truancy compliance guidelines Staff Responsible for Monitoring: District-Level Staff</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: District-level support to assist campuses in adopting incentive programs to promote student attendance and achieve attendance targets. Strategy's Expected Result/Impact: Increased district and campus attendance rates Staff Responsible for Monitoring: District-Level Staff</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide a safe cloud environment for student devices that can block harmful behaviors and be monitored effectively Strategy's Expected Result/Impact: filtered Internet for student devices Staff Responsible for Monitoring: CTO, Network Admin, Computer Services Admin, Campus Technicians</p> <p>Funding Sources: - 281 - ESSER II</p>	Formative		
	Nov	Feb	Apr
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District-level support to assist campuses in the adoption of systems to monitor attendance and continue the implementation of truancy prevention strategies to enhance graduation rates.</p> <p>Strategy's Expected Result/Impact: Implementation of attendance monitoring systems will support higher graduation rates</p> <p>Staff Responsible for Monitoring: Chief Student Support Officer</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue a One-to-One device initiative district-wide for students and teachers to access to online learning tools</p> <p>Strategy's Expected Result/Impact: Increased use of online tools and programs</p> <p>Staff Responsible for Monitoring: CTO, Network Admin, Computer Services Admin, Campus Technicians and campus administrators</p> <p>Funding Sources: - 211 - Title I, Part A, - 255 - Title II, Part A</p>	Formative		
	Nov	Feb	Apr
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer Shea Marquez	SCE Specialist	1
Julie Clinton	Teacher/AEP ACC Ed	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abril Cabrera	Federal Counselor	Sharyland North	100%
Adriana Elizabeth Bennett	Teacher Facilitator	Hinojosa	100%
Alejandra Rodriguez	Community Liaison	Wernecke	100%
Amarilis A. Aranzazu Arenas	Teacher Facilitator	Garza	100%
Arlene Adannette Garcia	Federal Counselor	Jensen	100%
Azucena Castillo	Federal Programs Clerk	Pioneer High School	100%
Corina Aguilar	Nurse Aide	Shary	100%
Deyanira G. Ramos	Community Liaison	SA3	50%
Deyanita G. Ramos	Community Liaison	Martinez	50%
Dora Alicia Gonzalez	Community Liaison	Jensen	100%
Edna Lorena Serna	Federal Counselor	Martinez	100%
Efrain Cavazos	Teacher Facilitator	Martinez	100%
Erika Gonzalez	Federal Counselor	Wernecke	100%
Erika Lizette Garza	Teacher Facilitator	Shimotsu	100%
Ester Cardenas	Teacher Facilitator	Bentsen	100%
Geneva Bermudez	Federal Counselor	Bentsen	100%
Gloria Cabrera	Community Liaison	Sharyland North	100%
Herman Larumbe	PE Aide	Wernecke	100%
Jennifer Marie Rodriguez	Teacher Facilitator	Jensen	100%
Juan V. Rodriguez Ramirez	Teacher Aide	SA3	100%
Karina Valdes	Federal Counselor	Sharyland High School	100%
Karina Y. Castillo	Nurse Aide	Sharyland High School	100%
Karla V. Cisneros	Social Worker	Federal Programs	100%
Kathie Chiu	Nurse Aide	Wernecke	100%
Laura Alejandra Contreras	Community Liaison	Shary	100%
Lesly Ruby Pena	Federal Counselor	Shary	100%
Lori De La Garza	Parental Engagement Specialist	Adm Annex	100%

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Luis A. Flores	Federal Counselor	Pioneer High School	100%
Maria Del Carmen Munson	Community Liaison	Pioneer High School	100%
Maria Teresa Luis	Part Time Teacher	Federal Programs	100%
Martha Verenice Gonzalez	Teacher Facilitator	Wernecke	100%
Mary Muniz	Library Aide	Sharyland High School	100%
Matilde Martinez	Federal Programs Clerk	Sharyland High School	100%
Mayra Alejandra Ibarra	Community Liaison	Bentsen	100%
Merary Sugey Enriquez	Community Liaison	Garza	100%
Nancy Silva Stockton	Instructional Coach	SA3	100%
Nelda Quezada	Community Liaison	BL Gray	100%
Rocio P. Rodriguez Cavazos	Part Time Teacher	Federal Programs	100%
Rosa Isela Rodriguez	Federal Programs Secretary	Adm Annex	100%
San Juanita Reyna	Federal Counselor	Sharyland North	100%
Sonia Gonzalez	Community Liaison	Sharyland High School	100%
Teresa Chavez-Gonzalez	Federal Programs Director	Federal Programs	100%
Veronica Gamboa	Federal Counselor	Garza	100%
William Andrew Cheatham	Library Aide	Pioneer High School	100%

District Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	STAAR Tutorial Classes		\$0.00
1	1	13			\$0.00
1	4	8			\$0.00
1	7	1	HB 1041, HB 2186, Team Leadership, -Rattlers Guiding Rattlers, Children Advocacy Centers, Child Protective Services, Sharyland ISD Student/Parent Handbook, Outside Resources		\$0.00
2	2	4	HR Department, Principals, and Teachers		\$0.00
2	3	4	Aware, Skyward, Forethought, PEIMS Data, and Staff Development		\$0.00
2	3	6	Board-approved Stipend Amount, Salary and Stipend Booklet, and Stipend Schedule		\$0.00
2	3	7	District Policies, District Calendar, and TEA Resources		\$0.00
2	3	9	Strategic Plan		\$0.00
3	1	6	Light snacks for parent meeting		\$0.00
3	1	8	Light snacks for parent meetings		\$0.00
3	8	2	District's Calendar of Events, Sharyland ISD Parent/Student Handbook		\$0.00
4	3	1	District Software Licenses		\$0.00
4	3	1	District and Campus Improvement Plan Software		\$0.00
Sub-Total					\$0.00
199 - PIC 22 State CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	8			\$0.00
Sub-Total					\$0.00
199 - PIC 23 State SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Allotment Funding		\$0.00
Sub-Total					\$0.00

199 - PIC 24 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	STEMscopes 3rd -9th SCE students		\$0.00
1	1	4	Read 180		\$0.00
1	1	5	Replacement chromebook screens for SCE students		\$0.00
1	1	5	chromebook screen replacements for SCE students		\$0.00
1	1	11	STAAR Tutorial Classes		\$0.00
1	2	1	LEAD4WARD ADD ON Math resources for 8th grade JH's		\$1,200.00
1	2	6	Allotment Funding		\$0.00
1	2	10	IXL Science and ELA renewal software		\$19,713.00
1	3	5	Purchase Comprehensive Library Licenses for SCE students/edmentum		\$0.00
2	3	9	Texas Curriculum Management TEKS Resource		\$24,490.00
2	6	3	EDPACT		\$20,000.00
4	3	1	IXL license for SCE students		\$0.00
4	3	1	Progress Learning for SCE students/license		\$0.00
Sub-Total					\$65,403.00

199 - PIC 25 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Program Funding		\$0.00
1	2	6	Allotment Funding		\$0.00
Sub-Total					\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	12			\$0.00
1	1	14			\$0.00
1	1	18			\$0.00
1	2	1	Program Funding		\$0.00
1	2	6	Mileage for employees to carry out required activities	211 61 6411 00 999 5 30 000	\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	8			\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	9			\$0.00
1	4	11			\$0.00
1	4	12			\$0.00
1	4	13	materials and food		\$0.00
2	3	14	program funds		\$0.00
3	1	10	Headphones, books, etc.		\$0.00
3	7	1	Translation Services		\$0.00
4	3	1	Kami Renewal		\$0.00
4	4	5			\$0.00
Sub-Total					\$0.00
212 - Title 1, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$0.00
1	2	1	Program Funding		\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	6			\$0.00
1	4	8			\$0.00
1	4	9			\$0.00
1	4	12			\$0.00
1	4	13			\$0.00
Sub-Total					\$0.00
224 - IDEA, Part B - Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Program Funding		\$0.00
1	2	6	Supplies and Materials		\$0.00
2	3	4	Aware, Skyward, Forethought, PEIMS Data, and Staff Development		\$0.00
Sub-Total					\$0.00

255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Development		\$0.00
1	2	1	Program Funding		\$0.00
2	6	1	laptops for teachers and campus staff		\$0.00
2	6	2	Laptops for teachers and campus staff		\$0.00
4	4	5			\$0.00
Sub-Total					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Program Funding		\$0.00
1	3	2	Title III		\$0.00
Sub-Total					\$0.00
265 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	HB 1041, HB 2186, Team Leadership, -Rattlers Guiding Rattlers, Children Advocacy Centers, Child Protective Services, Sharyland ISD Student/Parent Handbook, Outside Resources		\$0.00
1	8	1	Team Matrix Model -Tuesday Night, Counseling Session Teen Intervene Program "Rattlers Choose to Care", SHAC, Red Ribbon Activities-Random drug testing policy, Rattlers Guiding Rattlers Striking News		\$0.00
Sub-Total					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4			\$0.00
4	3	5			\$0.00
Sub-Total					\$0.00
281 - ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	4	3			\$0.00

281 - ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$0.00