

Sharyland Independent School District

District Improvement Plan

2025-2026



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

Value Statement

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

Demographics

Demographics Summary

Sharyland Independent School District (ISD) is a thriving school district with a rich history. Founded in 1921 and named for the visionary land developer and first school board president, John H. Shary was established to serve the rapidly growing citrus farming community in the Lower Rio Grande Valley. The district has since expanded its footprint across 26 square miles in Hidalgo County. The total community population within the district's boundary is approximately 54,213 residents, with a strong socioeconomic foundation characterized by a median household income of \$74,049 and a high median home value of \$251,080. Educational attainment in the area is also high, with 39.3% of the population holding a Bachelor's Degree or higher. Today, Sharyland ISD operates a total of 14 campuses, including 8 elementary schools, two junior highs, two comprehensive high schools, an early college high school, and an alternative education center, with dozens of facilities totaling over 1.1 million square feet, with an average facility age of 24 years. Future growth is anticipated, with enrollment projected to reach between 10,337 and 10,755 students by 2034-2035, supported by over 1,500 new residential units currently planned or under construction.

The district currently serves 9,844 students (Spring 2025). The student body is culturally diverse, with a predominantly Hispanic enrollment of 93.1%. A significant number of students require targeted support, as 66.9% are classified as economically disadvantaged and 61.7% are identified as being at-risk of dropping out. The district maintains strong completion outcomes, with the Class of 2023 achieving an outstanding 97.9% 4-year graduation rate and a 0% annual dropout rate. Reflecting its status as an "A" rated School District that has earned the Postsecondary Readiness Distinction eight times, the district boasts a 97% College, Career, Military Readiness (CCMR) rate. Advanced coursework is strong, with 26.9% AP/IB participation among eligible students, while dedicated programs ensure success for all: the Alternative School (SA3) graduated 74% of seniors with an Associate's Degree.

Student life across Sharyland ISD is marked by excellence in academics, athletics, and fine arts. The district's high school programs have achieved significant success, including multiple district, regional and state championships, National Award Winners in Career and Technical Student Organization (CTSO) Programs, State Placements in UIL Academics, and State-Level Accolades in Fine Arts. This commitment to excellence extends to the junior high campuses, which are recognized as National Schools to Watch and feature competitive programs such as eSports State Champions and a Chess Nationals (Top 10) team. At the elementary level, students are recognized with Chess Regional/National Recognition, TCMA UIL Recognition, and Battle of the Books Regional Recognition.

Instructional support is provided by an experienced team of 1,315 staff members, including 619 teachers who average 14.4 years of experience, with a strategic focus on four key objectives: Student Excellence & Achievement, Employee Experience, Community Connections, and Fiscal Responsibility.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment has decreased by 157 students this school year. TEFA program beginning in the 2026-2027 school year may further potentially impact enrollment.

Root Cause: Additional options for students in areas including private and charter schools and open enrollment school districts. Restrictions in policy implementation may limit participation.

Problem Statement 2 (Prioritized): Attendance currently at 95.9% (first 2025-2026 reporting period), under identified district ADA goals of 98%.

Root Cause: Policies may not be clearly communicated or reinforced at the family level. Existing incentives may not align with parent priorities or student needs. Students perceive credit recovery as too easy, reducing the significance of attendance and academic responsibility. Illness-related absences, insufficient intervention strategies for chronically absent students.

Problem Statement 3 (Prioritized): Discipline: Maintaining consistent discipline remains a challenge despite legislative changes.

Root Cause: Varying staff interpretations of policy. PBIS implementation may be inconsistent.

Problem Statement 4 (Prioritized): Staff: Surveys and exit interviews indicate challenges with staff retention.

Root Cause: Limited career growth, morale issues, or unmet student needs may contribute to departures.

Problem Statement 5 (Prioritized): Facilities: Some district facilities require maintenance and upgrades to ensure safe, clean, and conducive learning environments for students and staff.

Root Cause: Aging infrastructure, limited maintenance staffing, contributing to inconsistent upkeep and delayed repairs across campuses.

Problem Statement 6 (Prioritized): There has been an increase in bullying reports across the district.

Root Cause: Lack of clear follow-up protocols, and insufficient communication about reporting avenues.

Student Learning

Student Learning Summary

Sharyland ISD's accountability summary from the Texas Education Agency (TEA) reveals a high-performing district committed to excellence across its campuses. The district received an overall "A" rating with a high score of 91, and its component scores are equally strong, earning an "A" in Closing the Gaps (92), an "A" in Student Achievement (90), and a "B" in School Progress (88). The strength is distributed across its campuses: out of 13 evaluated campuses, the majority received top marks, with 7 campuses (53.8%) earning an "A" rating and 4 campuses (30.8%) earning a "B" rating. Notably, all three high schools and both middle schools earned an "A" rating. The district's dedication to quality is underscored by its Distinction Designations, having earned 11 out of 13 possible distinctions (84.6%) across its campuses, confirming its status as a consistently high-achieving school system.

Sharyland ISD demonstrates multiple academic strengths, consistently outperforming the state and regional averages across multiple measures, as highlighted by the Texas Academic Performance Report (TAPR). The district's overall proficiency is a significant strength, with performance in All Grades ELA/Reading (65% at Meets Grade Level or Above) and All Grades Mathematics (56% at Meets Grade Level or Above) notably exceeding state averages of 54% and 45%, respectively. This mastery is further reflected in the high school End-of-Course (EOC) performance, where the district achieved a remarkable 97% Approaches Grade Level or Above in U.S. History and a strong 67% Meets Grade Level or Above rate in English II. Postsecondary readiness is a major area of success, with 91% of students approaching or exceeding the college-ready benchmark on the SAT/ACT All Subjects tests, a rate that is nearly double that of the surrounding Region 01.

Additionally SISD consistently surpasses state and regional averages in College, Career, and Military Readiness (CCMR) indicators. A primary area of distinction is the College, Career, or Military Ready Graduates rate, which stood at an outstanding 97.1% for the Class of 2024, far exceeding the state rate of 81.8% and the Region 01 rate of 89.3%. This success is driven by high performance across multiple readiness pathways. For College Readiness, Sharyland ISD's graduates achieved a 92.9% rate (versus 70.0% statewide) and demonstrated high college-level proficiency, with 83.4% meeting the TSI Criteria in Both Subjects for the 2024 graduating class. The district excels in providing advanced academic opportunities, with 26.6% of graduates meeting criteria on AP/IB exams and a notable 38.2% of students earning Dual Course Credits, significantly higher than state averages. The district shows strong commitment to Career and Military Readiness, with 74.3% of graduates meeting this benchmark, substantially above the state's 38.1%. This is largely attributed to a high rate of students earning an Approved Industry-Based Certification (73.7%) and achieving a solid 8.7% Associate Degree attainment rate, confirming the district's commitment to ensuring graduates are prepared for diverse futures.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student academic growth is insufficient, as demonstrated by the low TEA Academic Growth score of 77 (C rating), indicating that students are not making expected annual progress at the necessary rate.

Root Cause: Insufficient District Supported Targeted Intervention: Students who are behind are not receiving timely, individualized, and intensive support to catch up to their expected growth rate.

Problem Statement 2 (Prioritized): Two district elementary campuses received a 'C' Overall Rating, indicating a need for additional district support and targeted intervention.

Root Cause: An improved Multi-Tiered System of Supports (MTSS) with additional focused and targeted district supports is needed. Chronic absenteeism continues to negatively impact student achievement.

Problem Statement 3 (Prioritized): Students receiving Special Education services are not making sufficient progress toward meeting grade-level performance expectations. Special Education students are performing below standard, with only 29% reaching Meets Grade Level across all subjects and 11% reaching Masters Grade Level, creating the largest achievement gap in the district.

Root Cause: Inadequate alignment between IEP goals and grade-level standards, limited co-teaching models, and insufficient access to tiered interventions.

Problem Statement 4 (Prioritized): 7th grade math performance shows a significant decrease compared to previous years. The Masters Grade Level attainment rate for All Students in Grade 7 Mathematics is exceptionally low at only 5%, which is the lowest mastery rate for any tested grade-level subject in the district and suggests a widespread lack of advanced math proficiency in the middle school curriculum.

Root Cause: Curriculum alignment issues, gaps in foundational math skills from earlier grades, and instructional pacing challenges.

Problem Statement 5: Only 30% of Special Education (Current) students achieved the Meets Grade Level Standard or Above in RLA, indicating that 7 out of 10 students with disabilities are not mastering grade-level reading and writing expectations.

Root Cause: Inconsistent instructional supports, limited differentiated strategies, and high student-teacher ratios.

Problem Statement 6: Over half (55%) of Economically Disadvantaged students failed to reach the Meets Grade Level standard in Science, the highest failure rate for the Meets standard among the four core subjects for this group, pointing to a severe resource or instructional gap in science.

Root Cause: Pressure to raise Math and Reading scores (the primary drivers of accountability), often significantly reduce dedicated science instructional time, particularly at the lower levels where it is not tested, resulting in significant gaps in learning.

Problem Statement 7: From Satisfaction Survey: 37% of Parents and 36% of Students do not agree that real-world connections and relevance is offered in instruction and coursework in Sharyland ISD.

Root Cause: Standardized test requirements take priority over real-world problems, case studies, or student interests. Additional training on high-leverage strategies that naturally embed relevance is needed.

Problem Statement 8 (Prioritized): Not enough students are reaching meets or masters grade-level performance across tested subjects.

Root Cause: Gaps in differentiated instruction, insufficient targeted interventions, and limited enrichment opportunities.

Problem Statement 9: Many elementary teachers are teaching new grade levels or subjects, with some shifting from departmentalized to self-contained classrooms.

Root Cause: Staffing shortages, scheduling adjustments, and lack of experience or training in new subject areas.

Perceptions

Perceptions Summary

- **Teacher Satisfaction and Retention:** While teacher turnover is low, staff satisfaction and morale need improvement due to limited professional growth opportunities, insufficient recognition, and lack of teacher voice in decision-making.
- **Stakeholder Inclusion:** Teachers and parents require more meaningful inclusion in decision-making, as current engagement structures and communication channels are inconsistent.
- **Parent Access to Information:** Parents need timely and accessible information about school programs and events, addressing barriers such as overreliance on digital platforms and inconsistent messaging.
- **Survey Engagement:** Survey participation is low among stakeholders, highlighting a need for more actionable, well-communicated, and concise surveys.
- **Mental Health and Wellness Resources:** Staff, students, and families need increased access to mental health and wellness resources due to limited staffing, program awareness, and centralized supports.
- **Teacher Collaboration:** Teachers need structured opportunities for collaboration, hindered currently by scheduling constraints and lack of formal planning structures.
- **Equity in Recognition:** The district needs equitable recognition of academic and fine arts achievements, as current systems prioritize athletics and lack consistent public acknowledgment.
- **Donor Support Program:** The district requires a formal donor program to support school needs and maintenance, addressing the absence of a fundraising strategy and dedicated personnel.
- **Communication Effectiveness:** Stakeholders need more coordinated communication to reduce message fatigue caused by overlapping campus and district messaging.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although teacher turnover is low, there is uncertainty regarding overall staff satisfaction and morale.

Root Cause: Limited professional growth opportunities, insufficient recognition, high workload, or lack of teacher voice in decision-making.

Problem Statement 2 (Prioritized): Teachers and parents report feeling insufficiently included in decision-making processes.

Root Cause: Limited engagement structures, inconsistent communication channels, or a lack of collaborative planning opportunities.

Problem Statement 3 (Prioritized): Parents indicate limited access to timely and relevant school information.

Root Cause: Overreliance on digital platforms, inconsistent messaging, or multiple communication options.

Problem Statement 4 (Prioritized): District surveys show low participation rates from stakeholders.

Root Cause: Surveys may be too long, infrequent, or perceived as non-actionable; stakeholders may lack awareness of survey importance.

Problem Statement 5 (Prioritized): Staff, students, and families express a need for increased accessibility to mental health and wellness support.

Root Cause: Insufficient program awareness

Problem Statement 6 (Prioritized): There is a desire for continued and structured opportunities for teacher collaboration and vertical alignment.

Root Cause: Scheduling constraints, limited planning time, or absence of formal collaboration structures.

Problem Statement 7 (Prioritized): Stakeholders perceive a need for equitable recognition of achievements across academics, fine arts, and athletics.

Root Cause: Recognition systems currently in place for athletics.

Problem Statement 8 (Prioritized): The district currently lacks an established donor program to support school needs and maintenance initiatives.

Root Cause: Unclear process for community contributions.

Problem Statement 9 (Prioritized): Stakeholders report experiencing message fatigue due to overlapping campus and district communications.

Root Cause: Uncoordinated messaging resulting in many messages at all times of the day.

Priority Problem Statements

Problem Statement 1: Enrollment has decreased by 157 students this school year. TEFA program beginning in the 2026-2027 school year may further potentially impact enrollment.

Root Cause 1: Additional options for students in areas including private and charter schools and open enrollment school districts. Restrictions in policy implementation may limit participation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance currently at 95.9% (first 2025-2026 reporting period), under identified district ADA goals of 98%.

Root Cause 2: Policies may not be clearly communicated or reinforced at the family level. Existing incentives may not align with parent priorities or student needs. Students perceive credit recovery as too easy, reducing the significance of attendance and academic responsibility. Illness-related absences, insufficient intervention strategies for chronically absent students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Staff: Surveys and exit interviews indicate challenges with staff retention.

Root Cause 3: Limited career growth, morale issues, or unmet student needs may contribute to departures.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Student academic growth is insufficient, as demonstrated by the low TEA Academic Growth score of 77 (C rating), indicating that students are not making expected annual progress at the necessary rate.

Root Cause 4: Insufficient District Supported Targeted Intervention: Students who are behind are not receiving timely, individualized, and intensive support to catch up to their expected growth rate.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Two district elementary campuses received a 'C' Overall Rating, indicating a need for additional district support and targeted intervention.

Root Cause 5: An improved Multi-Tiered System of Supports (MTSS) with additional focused and targeted district supports is needed. Chronic absenteeism continues to negatively impact student achievement.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Not enough students are reaching meets or masters grade-level performance across tested subjects.

Root Cause 6: Gaps in differentiated instruction, insufficient targeted interventions, and limited enrichment opportunities.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 7th grade math performance shows a significant decrease compared to previous years. The Masters Grade Level attainment rate for All Students in Grade 7 Mathematics is exceptionally low at only 5%, which is the lowest mastery rate for any tested grade-level subject in the district and suggests a widespread lack of advanced math

proficiency in the middle school curriculum.

Root Cause 7: Curriculum alignment issues, gaps in foundational math skills from earlier grades, and instructional pacing challenges.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students receiving Special Education services are not making sufficient progress toward meeting grade-level performance expectations. Special Education students are performing below standard, with only 29% reaching Meets Grade Level across all subjects and 11% reaching Masters Grade Level, creating the largest achievement gap in the district.

Root Cause 8: Inadequate alignment between IEP goals and grade-level standards, limited co-teaching models, and insufficient access to tiered interventions.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a need to strengthen efforts to recruit and retain highly qualified employees, particularly in specialized areas such as Career and Technical Education (CTE).

Root Cause 9: Competitive job markets

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Parents need increased awareness of available services and supports in regards to Special Education support.

Root Cause 10: Limited communication systems

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: A gap exists in Special Education performance due to a possible lack of consistent programming and implementation across the district.

Root Cause 11: Variability in staff training, and insufficient monitoring of program fidelity.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: There is a need to expand and prioritize mental health supports at the secondary level by improving access and building staff capacity to provide solutions-focused support.

Root Cause 12: Shortage of licensed mental health professionals, and limited funding for secondary-level supports.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: Parents need support in building communication skills, while teachers require training in teaching students fostering emotional responsibility and respect.

Root Cause 13: Limited access to parent workshops, inconsistent professional development in social-emotional learning, and gaps in resources for relationship-building.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: There is an ongoing need to strengthen behavioral supports district-wide, with particular emphasis on secondary campuses.

Root Cause 14: Limited access to behavior specialists, inconsistent implementation of PBIS systems, and lack of early intervention strategies.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: There is a need for content-specific professional development to better support and retain teachers, including structured academies for first-year teachers.

Root Cause 15: Inconsistent access to high-quality PD, lack of induction programs, and limited opportunities for mentorship and peer collaboration.

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: Attendance support requires greater alignment across the district, including the placement of parent liaisons at all schools, strengthened communication, and ongoing review of attendance data.

Root Cause 16: Limited staff dedicated to attendance intervention, inconsistent communication with families, and lack of district-wide systems for monitoring attendance data in real time.

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: Although teacher turnover is low, there is uncertainty regarding overall staff satisfaction and morale.

Root Cause 17: Limited professional growth opportunities, insufficient recognition, high workload, or lack of teacher voice in decision-making.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: Teachers and parents report feeling insufficiently included in decision-making processes.

Root Cause 18: Limited engagement structures, inconsistent communication channels, or a lack of collaborative planning opportunities.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: Parents indicate limited access to timely and relevant school information.

Root Cause 19: Overreliance on digital platforms, inconsistent messaging, or multiple communication options.

Problem Statement 19 Areas: Perceptions

Problem Statement 20: District surveys show low participation rates from stakeholders.

Root Cause 20: Surveys may be too long, infrequent, or perceived as non-actionable; stakeholders may lack awareness of survey importance.

Problem Statement 20 Areas: Perceptions

Problem Statement 21: Staff, students, and families express a need for increased accessibility to mental health and wellness support.

Root Cause 21: Insufficient program awareness

Problem Statement 21 Areas: Perceptions

Problem Statement 22: There is a desire for continued and structured opportunities for teacher collaboration and vertical alignment.

Root Cause 22: Scheduling constraints, limited planning time, or absence of formal collaboration structures.

Problem Statement 22 Areas: Perceptions

Problem Statement 23: Stakeholders perceive a need for equitable recognition of achievements across academics, fine arts, and athletics.

Root Cause 23: Recognition systems currently in place for athletics.

Problem Statement 23 Areas: Perceptions

Problem Statement 24: The district currently lacks an established donor program to support school needs and maintenance initiatives.

Root Cause 24: Unclear process for community contributions.

Problem Statement 24 Areas: Perceptions

Problem Statement 25: Stakeholders report experiencing message fatigue due to overlapping campus and district communications.

Root Cause 25: Uncoordinated messaging resulting in many messages at all times of the day.

Problem Statement 25 Areas: Perceptions

Problem Statement 26: Facilities: Some district facilities require maintenance and upgrades to ensure safe, clean, and conducive learning environments for students and staff.

Root Cause 26: Aging infrastructure, limited maintenance staffing, contributing to inconsistent upkeep and delayed repairs across campuses.

Problem Statement 26 Areas: Demographics

Problem Statement 27: Staff compensation is not competitive compared to neighboring school districts, despite the district's A rating, which may impact recruitment and retention efforts.

Root Cause 27: Salary schedules have not been adjusted to align with market trends or neighboring district pay scales.

Problem Statement 27 Areas: District Processes & Programs

Problem Statement 28: There has been an increase in bullying reports across the district.

Root Cause 28: Lack of clear follow-up protocols, and insufficient communication about reporting avenues.

Problem Statement 28 Areas: Demographics

Problem Statement 29: Discipline: Maintaining consistent discipline remains a challenge despite legislative changes.

Root Cause 29: Varying staff interpretations of policy. PBIS implementation may be inconsistent.

Problem Statement 29 Areas: Demographics

Goals

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

Performance Objective 1: By June 2026, the district will :



Increase Domain 1 scaled score from 88 to 90




Increase Domain 2 A scaled score from 77 to 80





Maintain Domain 3 at 92






Reduce RDA performance level 3 assignments from 2 to 0 and level 2 from 8 to 4

Evaluation Data Sources: STAAR, benchmarks, DPA, TELPAS, Discipline reports, RDA reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing leadership development for administrators focused on instructional coaching, data-driven decision-making, and monitoring systems that improve teacher and student outcomes.</p> <p>Strategy's Expected Result/Impact: Increased instructional leadership capacity and alignment to district performance goals.</p> <p>Staff Responsible for Monitoring: Chief Instruction Officer, Executive Director for CIA</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: EdPact LLC support with implementation with student growth measures - 199 - PIC 24 State Comp Ed - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Use comprehensive data analysis (STAAR, Benchmarks, DPA) to identify gaps, drive differentiated instruction, and develop targeted campus action plans for all student groups.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes across content areas and subpopulations.</p> <p>Staff Responsible for Monitoring: Chief Instruction Officer, Executive Director for Curriculum, Instruction, and Ccountability, Assessment Coordinator, Principals, Special Ed. Director</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Moderate Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a Multi-Tiered System of Supports (MTSS) to provide timely academic and behavioral interventions for struggling students, integrating data from progress monitoring tools.</p> <p>Strategy's Expected Result/Impact: Reduced learning gaps and improved student growth across all domains.</p> <p>Staff Responsible for Monitoring: Assessment Coordinator, Special Programs Director</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental, differentiated instruction--including tutoring (during, before, and after school), and summer acceleration--to students not meeting grade-level standards.</p> <p>Strategy's Expected Result/Impact: Increased STAAR proficiency rates and Domain 1 gains.</p> <p>Staff Responsible for Monitoring: C & I Administrators Special Populations Administrators</p> <p>Results Driven Accountability</p> <p>Funding Sources: Read 180 Stage B for SCE students license renewal - 199 - PIC 24 State Comp Ed - \$10,900, Robotics kits for SCE students - 199 - PIC 24 State Comp Ed - \$2,900</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor and strengthen Least Restrictive Environment (LRE) practices, ensuring SPED students receive instruction in general education to the maximum extent appropriate.</p> <p>Strategy's Expected Result/Impact: Increased time in general education and improved performance for SPED students.</p> <p>Staff Responsible for Monitoring: Special Education Director, Campus Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Employ ESL Strategists and Interventionists to support language acquisition, TELPAS growth, and academic achievement for emergent bilingual students.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS proficiency and academic success among English Learners.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Director, Program Coordinators</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished			

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide academic enrichment and summer programs focused on acceleration, college readiness, and social-emotional development.</p> <p>Strategy's Expected Result/Impact: Increased student engagement, mastery rates, and college readiness indicators.</p> <p>Staff Responsible for Monitoring: Assessment Director, Special Programs Director</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 8 Details	Reviews			
<p>Strategy 8: 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>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 9 Details	Reviews			
<p>Strategy 9: The district will facilitate the creation of a unified instructional framework, complete with instructional playbooks at every campus, by providing comprehensive training and ongoing support.</p> <p>Strategy's Expected Result/Impact: Improved Teaching Practices</p> <p>Staff Responsible for Monitoring: Chief Instruction Officer, Principals</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			
Strategy 10 Details	Reviews			
<p>Strategy 10: The district will bolster support for identified focus campuses by providing additional resources, staffing, and targeted training.</p> <p>Strategy's Expected Result/Impact: Improved accountability scores.</p> <p>Staff Responsible for Monitoring: Superintendent, CIO, CAO</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 11 Details	Reviews			
<p>Strategy 11: The district will provide unique, challenging, and hands on learning opportunities for students by fostering cross-curricular training, expanding learning beyond the traditional classroom through field experiences, and reimagining instructional spaces (including the utilization of campus libraries).</p> <p>Strategy's Expected Result/Impact: Depth of learning, accountability, attendance, student experience satisfaction</p> <p>Staff Responsible for Monitoring: CAO, Superintendent, CIO</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
<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>				




Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Student academic growth is insufficient, as demonstrated by the low TEA Academic Growth score of 77 (C rating), indicating that students are not making expected annual progress at the necessary rate. Root Cause: Insufficient District Supported Targeted Intervention: Students who are behind are not receiving timely, individualized, and intensive support to catch up to their expected growth rate.</p> <p>Problem Statement 2: Two district elementary campuses received a 'C' Overall Rating, indicating a need for additional district support and targeted intervention. Root Cause: An improved Multi-Tiered System of Supports (MTSS) with additional focused and targeted district supports is needed. Chronic absenteeism continues to negatively impact student achievement.</p> <p>Problem Statement 8: Not enough students are reaching meets or masters grade-level performance across tested subjects. Root Cause: Gaps in differentiated instruction, insufficient targeted interventions, and limited enrichment opportunities.</p>








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

Performance Objective 2: Increase the College, Career, and Military Readiness (CCMR) rate from 97% to 98% by June 2026 by implementing targeted strategies that enhance student preparedness for post-secondary success.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor student progress toward graduation and CCMR indicators through regular credit checks, personalized graduation plans (PGPs), and SchoolLinks tracking.</p> <p>Strategy's Expected Result/Impact: Increased CCMR outcomes, higher graduation rates, and postsecondary readiness for all students.</p> <p>Staff Responsible for Monitoring: Counseling Director, CTE Director, Federal Programs Director, Campus Administrators, Campus Counselors, PEIMS Staff</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			
Strategy 2 Details	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 international transcripts.</p> <p>Strategy's Expected Result/Impact: Increased CCMR outcomes, higher graduation rates, and postsecondary readiness for all students.</p> <p>Staff Responsible for Monitoring: Counseling Director, CTE Director, Federal Programs Director, Campus Administrators, Campus Counselors</p> <p>Funding Sources: Transcript evaluation services for SCE student transcripts - 199 - PIC 24 State Comp Ed - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement targeted interventions for students at risk of not graduating through credit recovery programs, alternative pathways, and individualized transition plans.</p> <p>Strategy's Expected Result/Impact: Decreased dropout rate and increased graduation completion.</p> <p>Staff Responsible for Monitoring: District-Level Staff, Federal Programs Director, Principals, Campus Counselors</p> <p>Funding Sources: - 199 - PIC 24 State Comp Ed - \$71,100</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			

Strategy 4 Details	Reviews			
<p>Strategy 4: Expand opportunities for students to earn Industry-Based Certifications (IBCs) and complete structured CTE Programs of Study aligned with high-demand careers.</p> <p>Strategy's Expected Result/Impact: Increase IBC attainment rate from 81% to 85% and workforce readiness skills.</p> <p>Staff Responsible for Monitoring: CTE Director, CTE Specialists, CTE Counselors</p> <p>Funding Sources: - 199 - PIC 22 State CTE - \$40,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			
Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and development of career-readiness competencies.</p> <p>Staff Responsible for Monitoring: CTE Director, CTE Specialists, CTE Counselor, CTE Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide targeted guidance and instructional support to ensure students receiving special education services graduate with an IEP, workforce readiness skills, and advanced graduation plans.</p> <p>Strategy's Expected Result/Impact: Increased graduation outcomes and postsecondary readiness for SPED students.</p> <p>Staff Responsible for Monitoring: Special Education Director, Campus Administrators, Special Education Teachers, Diagnosticians</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: classroom supplies for SCE students - 199 - PIC 24 State Comp Ed - \$3,800, Ipad headsets for SCE students - 199 - PIC 24 State Comp Ed - \$9,100</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide TSIA preparation, HB 5 College Prep ELAR and Math courses, and free SAT testing opportunities for all eligible students.</p> <p>Strategy's Expected Result/Impact: Increased TSIA and SAT readiness rates and CCMR points.</p> <p>Staff Responsible for Monitoring: CIA Department, Campus Counselors, Campus Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			

Strategy 8 Details	Reviews			
Strategy 8: Increase AP, Dual Credit, and Honors enrollment and success. Strategy's Expected Result/Impact: Growth in AP/DC enrollment and number of students earning college credit Staff Responsible for Monitoring: CIA Department, Campus Administrators, Campus Counselors	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			
Strategy 9 Details	Reviews			
Strategy 9: 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. Strategy's Expected Result/Impact: Improved college application completion and FAFSA submission rates. Staff Responsible for Monitoring: Counseling Director, Campus Administrators, Campus Counselors Problem Statements: Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			
Strategy 10 Details	Reviews			
Strategy 10: Implement CTE Discovery Labs across K-6 elementary campuses, offering pathway-themed units and hands-on activities to introduce students to diverse career possibilities. Strategy's Expected Result/Impact: Improved understanding of Sharyland ISD's Career Pathways. Multidisciplinary connections supporting academics. Staff Responsible for Monitoring: Director of Campus Improvement, Principal	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			
<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>				

Performance Objective 2 Problem Statements:






District Processes & Programs
Problem Statement 2: A gap exists in Special Education performance due to a possible lack of consistent programming and implementation across the district. Root Cause: Variability in staff training, and insufficient monitoring of program fidelity.
Perceptions
Problem Statement 3: Parents indicate limited access to timely and relevant school information. Root Cause: Overreliance on digital platforms, inconsistent messaging, or multiple communication options.

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

Performance Objective 3: The Special Education Department will achieve an overall improvement in compliance, instructional effectiveness, and service delivery, as evidenced by a 90% implementation rate of the recommendations from the recent Program Review by the end of the 2026-2027 school year.

High Priority




Evaluation Data Sources: Special Education Data, Surveys, IEP Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Targeted Professional Development and Resource Alignment: Conduct mandatory, differentiated training sessions focused on the areas identified for improvement (e.g., compliant IEP goal writing, high-leverage instructional practices, service documentation) and ensure all necessary instructional materials and technology resources are distributed to support new procedures.</p> <p>Strategy's Expected Result/Impact: Reduced</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






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

Performance Objective 4: Implement a comprehensive system of behavioral prevention, intervention, and restorative practices to reduce bullying, substance use, and DAEP placements by 5% and recidivism rates by 3% by June 2026.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will support campus behavioral support by staffing Behavior Support Teachers at all elementary and secondary campuses who will lead campus-wide MTSS implementation through direct student support, staff training and coaching, MTSS interventions, and development and implementation of Based Behavior Intervention Plans (BIPs).</p> <p>Strategy's Expected Result/Impact: Reduced disciplinary referrals,</p> <p>Staff Responsible for Monitoring: Principals, Human Resources, Director of Special Education.</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Deliver targeted counseling, mentorship, and restorative practices for students assigned to DAEP to address root causes of behavior and support successful reintegration.</p> <p>Strategy's Expected Result/Impact: Reduced repeat offenses and improved student behavior upon return to home campus.</p> <p>Staff Responsible for Monitoring: DAEP Administrator, Counselors, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: 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			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: The district will partner with Texas Tropical Behavioral Health, Region One ESC, and certified providers to deliver Youth Mental Health First Aid training, ensuring staff are equipped to identify and support student mental health needs while meeting HB 3's phased targets of 50% staff trained.</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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 6 Details	Reviews			
<p>Strategy 6: 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: Utilize Brochures, Sign In Sheets, and PEIMS 425 Reports</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 7 Details	Reviews			
<p>Strategy 7: 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			Summative
	Nov	Feb	Apr	June
	 Some Progress			



Strategy 8 Details	Reviews			
<p>Strategy 8: 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			Summative
	Nov	Feb	Apr	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				




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





Performance Objective 5: Enhance district-wide Safety training and awareness. Elevate staff and student readiness through specialized training programs for crisis prevention and response.






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

Next Year's Recommendation: Provide ALERRT/CRASE training to staff prior to beginning of school year

Strategy 1 Details	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. Ensure 100% of all security personnel and School Resource Officers (SROs) are trained in Standard Response Protocols (SRP).</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			Summative
	Nov	Feb	Apr	June
	 <p>Moderate Progress</p>			
Strategy 2 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			

Strategy 3 Details	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			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 4 Details	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			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 5 Details	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			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			




Strategy 6 Details	Reviews			
Strategy 6: Train 25% of SISD staff in the Advanced Law Enforcement Rapid Response Training (ALERRT) or CRASE by September 1, 2026.	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: Equip 100% of campus-level staff with "Stop the Bleed" (STB) training.	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			
Strategy 8 Details	Reviews			
Strategy 8: Implement STB training for 10% of the student body at secondary campuses.	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 9 Details	Reviews			
Strategy 9: Establish an in-house ALERRT "train-the-trainer" capability by September 1, 2026.	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			





Strategy 10 Details	Reviews			
Strategy 10: Launch a student-led safety council at each secondary campus to promote safety initiatives and provide student perspective on emergency preparedness.	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 402 663 451">  No Progress </div> <div data-bbox="768 402 982 451">  Accomplished </div> <div data-bbox="1083 402 1335 451">  Continue/Modify </div> <div data-bbox="1440 402 1629 451">  Discontinue </div> </div>				





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







Performance Objective 6: 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 2025-2026.

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

Strategy 1 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			
Strategy 2 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			
Strategy 3 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Moderate Progress</p>			

Strategy 4 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 5 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			
Strategy 6 Details	Reviews			
<p>Strategy 6: 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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 7 Details	Reviews			
<p>Strategy 7: 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>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			






Strategy 8 Details	Reviews			
<p>Strategy 8: 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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 9 Details	Reviews			
<p>Strategy 9: 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>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 10 Details	Reviews			
<p>Strategy 10: 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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 11 Details	Reviews			
<p>Strategy 11: 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>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			

Strategy 12 Details	Reviews			
<p>Strategy 12: 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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 13 Details	Reviews			
<p>Strategy 13: Provide training to MEP staff and all staff on the use of reading and math resources and MEP Program updates.</p> <p>Strategy's Expected Result/Impact: Improve student achievement</p> <p>Staff Responsible for Monitoring: Federal Programs Director, District Special Population Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
<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: 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 2026.








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

Strategy 1 Details	Reviews			
<p>Strategy 1: Secure a memorandum of understanding each year with Hidalgo County for Sharyland ISD students that are expelled from school for applicable offenses as per TEC Chapter 37.</p> <p>Strategy's Expected Result/Impact: Provide a continuum of educational services to our students.</p> <p>Staff Responsible for Monitoring: Chief Student Support Officer</p> <p>Funding Sources: 2 reserved student spaces at JJAEP - 199 - PIC 24 State Comp Ed - \$15,000 - 199 - PIC 24 State Comp Ed - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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	Reviews			
<p>Strategy 1: By spring 2026, train administration and support staff in the use of the applicant tracking platforms' additional features (interview results, notes, filtering, and reporting). Strategy's Expected Result/Impact: 100% of hiring managers will be trained in using the platform fully by February of 2026. Staff Responsible for Monitoring: Chief Human Resources Officer</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	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: Chief Human Resources Officer, HR Coordinator</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Participate in regional job fairs to recruit highly effective teachers. Strategy's Expected Result/Impact: Recruit and hire highly qualified staff. Staff Responsible for Monitoring: Chief Human Resources Officer, HR Coordinators</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2026.

Evaluation Data Sources: SISD Personnel retention rates
Exit interviews




Strategy 1 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 3 Details	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			Summative
	Nov	Feb	Apr	June
	 Some Progress			




Strategy 4 Details	Reviews			
<p>Strategy 4: 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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Support state initiative to increase Bilingual and ESL Teachers by reimbursing or providing funding for Bilingual/ESL certification preparation courses and examination fees.</p> <p>Strategy's Expected Result/Impact: Increase the number of Bilingual and ESL certified teachers</p> <p>Staff Responsible for Monitoring: Federal Programs Director, Bilingual ESL Coordinator, HR staff</p> <p>Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
<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 3: By June 2026, the district will increase the existing employee retention rate 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	Reviews			
<p>Strategy 1: Apply, calibrate, and train staff to expand Teacher Incentive Allotment successfully by Summer of 2026. Strategy's Expected Result/Impact: Completion of data collection year for Cohort G. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Chief Instruction Officer</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: By spring 2026, establish an employee of the year program for all employee groups, including auxiliary, para-professional, professional, and substitute staff. Strategy's Expected Result/Impact: The number of staff recognitions and honors. The number of engagement activities. Staff attendance rates each reporting period. Staff Responsible for Monitoring: Public Relations Officer/Director of Employee Relations</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development opportunities and resources for all district staff in all areas of special education. Strategy's Expected Result/Impact: Increased knowledge and capacity when working with Special Education Students. Staff Responsible for Monitoring: Campus Principals, Special Education Director, Special Education Coordinator</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 4 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 5 Details	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			Summative
	Nov	Feb	Apr	June
	 No Progress			
Strategy 6 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Accomplished			
Strategy 7 Details	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>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 9 Details	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: 7th grade TEKS professional development to target needs of SCE students - 199 - PIC 24 State Comp Ed - \$3,600</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 10 Details	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			Summative
	Nov	Feb	Apr	June
	 Considerable			
Strategy 11 Details	Reviews			
<p>Strategy 11: 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>	Formative			Summative
	Nov	Feb	Apr	June
<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	Reviews			
<p>Strategy 1: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Staff Responsible for Monitoring: Director of Employee Relations</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: 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	Reviews			
<p>Strategy 1: Leverage cloud-based applications (e.g., Google Workspace) to enhance collaboration, streamline workflow, and improve staff productivity. Strategy's Expected Result/Impact: Increased efficiency, collaboration, and data access through cloud integration. Staff Responsible for Monitoring: Chief Technology Officer, Coordinator for Network Services</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and maintain a centralized online PD hub featuring self-paced tutorials, videos, and digital learning guides to expand staff proficiency with instructional technology. Strategy's Expected Result/Impact: Enhanced teacher confidence and capacity in utilizing digital tools effectively. Staff Responsible for Monitoring: Chief Technology Officer, Webmaster</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide targeted professional development and coaching on instructional strategies to support Special Education, Bilingual, and At-Risk students, focusing on differentiation, inclusion, and evidence-based practices. Strategy's Expected Result/Impact: Improved instructional effectiveness and academic performance among diverse learners. Staff Responsible for Monitoring: Chief Instruction Officer, Program Directors, Special Education Director, Bilingual/ESL Director</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Offer specialized professional development opportunities for teachers pursuing dyslexia practitioner or therapist certification and strengthen staff capacity to implement dyslexia interventions and progress monitoring. Strategy's Expected Result/Impact: Increased number of trained dyslexia specialists and improved student reading outcomes. Staff Responsible for Monitoring: 504/Dyslexia Coordinator Special Education Director</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide focused PD during designated planning days that addresses the unique instructional needs of at-risk, bilingual, and special education students, emphasizing culturally responsive and inclusive practices.</p> <p>Strategy's Expected Result/Impact: Increased teacher skillset and consistent application of high-yield strategies for special populations.</p> <p>Staff Responsible for Monitoring: Chief Instruction Officer, Program Coordinators</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
<p>Strategy 6: Ensure specialty staff (e.g., diagnosticians, therapists, interventionists) receive PD aligned to state certification requirements and current job responsibilities to maintain compliance and expertise.</p> <p>Strategy's Expected Result/Impact: Staff remain certified, compliant, and equipped with updated knowledge to serve students effectively.</p> <p>Staff Responsible for Monitoring: District Administrators, Human Resources Department</p>	Formative			Summative
	Nov	Feb	Apr	June
<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: 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.



Evaluation Data Sources: Employee Satisfaction survey
Retention reports





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	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			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	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			Summative
	Nov	Feb	Apr	June
	 Some Progress			

Strategy 3 Details	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			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			
Strategy 4 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Moderate Progress</p>			
Strategy 5 Details	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			Summative
	Nov	Feb	Apr	June
	 <p>No Progress</p>			
Strategy 6 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			




Strategy 7 Details	Reviews			
Strategy 7: Provide Parent Support Groups for parents of students with disabilities. Strategy's Expected Result/Impact: Increased district support for parents with children receiving special education. Staff Responsible for Monitoring: Special Ed. Director, Special Ed. Coordinators, LSSPs	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 8 Details	Reviews			
Strategy 8: Continue to involve parents in the School Health Advisory Committee (SHAC). Strategy's Expected Result/Impact: Increase parent input and decision making in district committees. Staff Responsible for Monitoring: SHAC Committee Chair, SHAC Representatives	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 9 Details	Reviews			
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, Federal Programs Director	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 10 Details	Reviews			
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: Federal Programs, Parent Engagement Specialist	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 11 Details	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.)</p> <p>Strategy's Expected Result/Impact: Remove barriers to parent participation and build capacity</p> <p>Staff Responsible for Monitoring: Principals, Community Liaisons, Office of Parent and Family Engagement</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			
<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 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	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			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			
Strategy 2 Details	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			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			
Strategy 3 Details	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			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			

 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	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			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	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			Summative
	Nov	Feb	Apr	June
				






Strategy 3 Details	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			Summative
	Nov	Feb	Apr	June
	 Some Progress			
<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 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	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			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	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			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			







Strategy 3 Details	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			Summative
	Nov	Feb	Apr	June
	 <p>Moderate Progress</p>			
<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 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	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			Summative
	Nov	Feb	Apr	June
	 Discontinue			
Strategy 2 Details	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			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 3 Details	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			Summative
	Nov	Feb	Apr	June
	 No Progress			

Strategy 4 Details	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			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Foster a culture of safety by actively involving parents and the broader community in all safety initiatives and communications. Provide SRP informational handouts and videos to parents and guardians during student registration, and issue quarterly safety updates through district newsletters, parent emails, parent meetings, and social media. These communications should highlight safety protocols, drills, and recent initiatives to ensure families stay informed and engaged.</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
<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 6: Increase family satisfaction rates by 5% by equipping parents with practical skills and strategies to support their students' mental health, with outcomes measured through parent feedback surveys, by the end of June 2025.





Strategy 1 Details	Reviews			
<p>Strategy 1: Foster mental health awareness campaign that includes informational sessions, parent workshops, resource guides, and digital outreach through newsletters and social media. Collaborate with counselors and community partners to host events focused on mental health education and available supports. Collect and analyze parent feedback through surveys to measure satisfaction and guide continuous improvement efforts.</p> <p>Strategy's Expected Result/Impact: lower discipline; higher attendance</p> <p>Staff Responsible for Monitoring: Principals, teachers, counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			
<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 7: Increase the number of parents who 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	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</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	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</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 3 Details	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</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase Skyward Family Access awareness to monitor student progress and attendance.</p> <p>Strategy's Expected Result/Impact: Parents will receive immediate information on their student's grades and attendance.</p> <p>Staff Responsible for Monitoring: Principals, Office of Parent and Family Engagement, Community Liaisons</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 5 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
<p>Strategy 6: Maintain websites, parent newsletters, 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, Federal Programs Department</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 7 Details	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			Summative
	Nov	Feb	Apr	June
	 Some Progress			




Strategy 8 Details	Reviews			
<p>Strategy 8: Campuses will conduct an annual Title I meeting by the end of October to inform parents about the Title I program, including its purpose, funding, and requirements. This meeting will provide an overview of how Title I resources are utilized to support student achievement and enhance family engagement.</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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 9 Details	Reviews			
<p>Strategy 9: Host a Parent Advisory Committee (PAC) meeting that involves parents in the annual review and revision of the Parent and Family Engagement Policy to identify student and family needs, guiding the development of resources and parent meetings to address those needs.</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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 10 Details	Reviews			
<p>Strategy 10: Coordinate transition and orientation opportunities in the Spring for students and their families transitioning into the new school year in the following areas:</p> <p>*Pre-kinder and Kindergarten entering school 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			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 11 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 No Progress			

Strategy 12 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 13 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
<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 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	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			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 2 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Moderate Progress			
Strategy 3 Details	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			Summative
	Nov	Feb	Apr	June
	 Some Progress			

 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 9: Build and maintain robust relationships with law enforcement and other first responders to facilitate a coordinated emergency response.







Strategy 1 Details	Reviews			
Strategy 1: Organize a large-scale, full-scale field training exercise in March 2026, including local, state, and federal partners, to test and refine our coordinated emergency response.	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Host quarterly meetings with local law enforcement agencies to discuss challenges in school response, review protocols, and foster a collaborative working relationship.	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
<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 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	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	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			Summative
	Nov	Feb	Apr	June
	 Some Progress			
<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 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	Reviews			
<p>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</p>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 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	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 2026.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer, Asst. Chief Instruction Officer and Coordinator for Digital Learning</p> <p>Funding Sources: Istation Renewal for 1 yr. for SCE students - 199 - PIC 24 State Comp Ed - \$84,000, IXL Software Renewal for SCE students grades 6-12 - 199 - PIC 24 State Comp Ed - \$57,000, Kami renewal - 199 - PIC 24 State Comp Ed - \$22,500</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Some Progress</p>			
Strategy 2 Details	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: Executive Director of Data Services, Chief Financial Officer, Chief Technology officer</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Moderate Progress</p>			
Strategy 3 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>Considerable</p>			




Strategy 4 Details	Reviews			
Strategy 4: Upgrade the current mechanical heating, ventilation and air-conditioning system to improve indoor air quality in school facilities Strategy's Expected Result/Impact: improved indoor air quality Staff Responsible for Monitoring: Executive Director of Maintenance	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
<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 2026, the district aims to increase the average attendance rate from 94.1% to 97.0%.

High Priority

Evaluation Data Sources: Distance attendance reports

Strategy 1 Details	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			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 3 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Considerable			

Strategy 4 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
Strategy 5 Details	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>	Formative			Summative
	Nov	Feb	Apr	June
	 Some Progress			
<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: \$0.00

Total FTEs Funded by SCE: 1

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>
Ariadne Howard	SCE Specialist	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 Ann De LA Garza	Parent Engagement Specialist	Federal Programs	100

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lori De La Garza	Parental Engagement Specialist	Adm Annex	100%
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 Verence 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%

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199 - PIC 22 State CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$40,000.00
Sub-Total					\$40,000.00
199 - PIC 24 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	EdPact LLC support with implementation with student growth measures		\$10,000.00
1	1	4	Robotics kits for SCE students		\$2,900.00
1	1	4	Read 180 Stage B for SCE students license renewal		\$10,900.00
1	2	2	Transcript evaluation services for SCE student transcripts		\$10,000.00
1	2	3			\$71,100.00
1	2	6	classroom supplies for SCE students		\$3,800.00
1	2	6	Ipad headsets for SCE students		\$9,100.00
1	7	1	2 reserved student spaces at JJAEP - 199 - PIC 24 State Comp Ed - \$15,000		\$15,000.00
2	3	9	7th grade TEKS professional development to target needs of SCE students		\$3,600.00
4	3	1	Istation Renewal for 1 yr. for SCE students		\$84,000.00
4	3	1	IXL Software Renewal for SCE students grades 6-12		\$57,000.00
4	3	1	Kami renewal		\$22,500.00
Sub-Total					\$299,900.00