

Sharyland Independent School District

District Improvement Plan

2022-2023



Board Approval Date: September 26, 2022
Public Presentation Date: September 26, 2022

Mission Statement

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

Vision

Sharyland ISD...Excellence is our Tradition

Nondiscrimination Notice

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

| Grade Level | 2018-2019 | 2019-2020 | 2020-2021 |
|--------------|-----------|-----------|-----------|
| Pre-K | 415 | 418 | 257 |
| Kindergarten | 549 | 611 | 549 |
| 1st | 596 | 587 | 626 |
| 2th | 651 | 628 | 572 |
| 3rd | 632 | 668 | 622 |
| 4th | 743 | 644 | 662 |
| 5th | 781 | 765 | 653 |
| 6th | 770 | 792 | 762 |
| 7th | 751 | 771 | 777 |
| 8th | 869 | 758 | 779 |
| 9th | 920 | 999 | 876 |
| 10th | 865 | 823 | 925 |
| 11th | 877 | 856 | 817 |
| 12th | 843 | 838 | 858 |
| Total | 10,262 | 10,158 | 9735 |

Our overall Student Enrollment has decreased in the last three years. The decrease is higher on the south side schools.

Demographics Strengths

Strengths: Teachers have received training in Best Practices

Committee Recommendation:

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of Identified EB and SPED Students has increased in the last five years **Root Cause:** COVID Learning gaps are greater in these two populations

Student Learning

Student Learning Summary

Our data shows that student academic performance has decreased significantly this school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student Academic Performance is improving but there are still gaps in learning **Root Cause:** Instructional Learning Gap that has not closed

District Processes & Programs

District Processes & Programs Summary

Face-to-face instruction did not reach the percentage expected by the end of the school year. this has made it difficult to close the achievement gap.

District Processes & Programs Strengths

Our elementary schools had the highest number of face-to-face instruction.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: There are more required tutoring sessions **Root Cause:** Learning Gap and Testing Scores

Perceptions

Perceptions Summary

Parents have expressed their concerns about sending their children to school through surveys and public comments.

Perceptions Strengths

The district has stayed in constant communication with parents and the community concerning learning options, as well as health and safety measures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are concerned with school safety **Root Cause:** Safety and security updates are needed

Priority Problem Statements

Problem Statement 1: The number of Identified EB and SPED Students has increased in the last five years

Root Cause 1: COVID Learning gaps are greater in these two populations

Problem Statement 1 Areas: Demographics




Goals





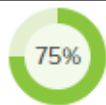
Revised/Approved: September 12, 2022

Goal 1: Parents will be full partners in the education of their children.






Performance Objective 1: Increase the number of parents that will be informed and included in the decision-making process by 5% by May 2023.

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| 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: Parent Engagement Specialist, Principals Funding Sources: Translation Services - 211 - Title I, Part A - \$8,000 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent orientation sessions such as Open House, Meet the Teacher Night, Curriculum Night, etc. Strategy's Expected Result/Impact: Increased parent participation in school functions. Staff Responsible for Monitoring: Principals Title I: 4.2 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| 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: Parent Engagement Specialist, Principal Title I: 4.2 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 4 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 4: Maintain web pages as a communication tool. Strategy's Expected Result/Impact: Parents will have access to the most updated school/district information on the web. Staff Responsible for Monitoring: Director of Technology, Principals | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Increase Family Access awareness to monitor student progress i.e. list campus contacts on Family Access home page. Strategy's Expected Result/Impact: Parents will receive immediate information on their student's grades and attendance. Staff Responsible for Monitoring: Technology Director, Principals, Parent Engagement Specialist | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Increase parental awareness regarding House Bill 5/Graduation Requirements at secondary campuses. Strategy's Expected Result/Impact: Higher graduation rates. Staff Responsible for Monitoring: Principals, Counselors Title I: 4.2 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize campus websites, campus "Parents" webpage, Remind App and Skylert to communicate with students, parents, staff, and the community. Strategy's Expected Result/Impact: Increase communication methods. Staff Responsible for Monitoring: Technology Director, Webmaster, Principals, Parent Engagement Specialist, Community Liaisons | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Continue parenting workshops. Strategy's Expected Result/Impact: Improved school and home relationships. Staff Responsible for Monitoring: Parent Engagement Specialist, Counselors, Community Liaisons | Formative | | |
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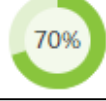
| Strategy 9 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 9: Provide campus-based Title I informational meetings by the end of October. Strategy's Expected Result/Impact: Increase parent understanding of the Title I program. Staff Responsible for Monitoring: Principals, Community Liaisons Title I: 4.2 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Continue Parent Advisory Committee (PAC) meeting for parents to participate in decision making and policy review for parent and family engagement. Strategy's Expected Result/Impact: Increased parent input in school decisions. Staff Responsible for Monitoring: Federal Programs Director, Parent Engagement Specialist, Principals, Community Liaisons Title I: 4.1, 4.2 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Coordinate transition opportunities in the Spring for students entering in the following Fall: *pre-kinder or kindergarten for the first time *from Elementary to Jr. High *from Jr. High to High School *from High School to postsecondary education Strategy's Expected Result/Impact: Increase readiness skills for transition to the next grade level. Staff Responsible for Monitoring: Principals, Counselors, Community Liaison, Parent Engagement Specialist, Early Childhood Specialist | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Inform junior high and high school parents about higher education admissions, financial aid opportunities (including the TEXAS grant program) and sources for further information. Strategy's Expected Result/Impact: Increased participation and knowledge of financial aid opportunities and admission into higher education organizations. Staff Responsible for Monitoring: Principals, Counselors, Federal Programs Department Title I: 4.2 | Formative | | |
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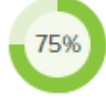
| Strategy 13 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 13: Provide access to DIP/CIP in a language that parents understand. Strategy's Expected Result/Impact: Increase accessibility to the DIP./CIP document and information (front office, district/school website, parent meetings, copies available at front desk, etc...) Staff Responsible for Monitoring: Principal, Counselors, Community Liaisons, Federal Programs Department Title I: 4.1 | Formative | | |
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| |  75% | | |
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Goal 1: Parents will be full partners in the education of their children.

Performance Objective 2: Increase parental engagement by 10% by May 2023.

Evaluation Data Sources: Sign-in sheets, agendas, parent survey, participation logs, attendance rosters, meeting minutes

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Involve parents in school and district activities and celebrations such as Family Literacy Night, Grandparents' Day, Red Ribbon Week, Picnics, etc. following guidelines for social distancing as applicable. Strategy's Expected Result/Impact: Increase parental engagement in school and district activities. Staff Responsible for Monitoring: Principal, Counselors, Community Liaisons, Librarians, Parent Engagement Specialist Title I: 4.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 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. Strategy's Expected Result/Impact: Improve school and home safety and relationships. Staff Responsible for Monitoring: Parent Engagement Specialist, Community Liaisons, Director of Counseling, Counselors | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide Surrogate Parent Training for parent responsibility at the district/campus level. Strategy's Expected Result/Impact: Increase parents knowledge of their role as surrogate parents to increase parent responsibility. Staff Responsible for Monitoring: Special Ed. Director, Special Ed. Coordinator Funding Sources: Light snacks for parent meeting - 199 - General Funds | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide Parent Involvement Support Groups at the district/campus level 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. Coordinator, LSSPs, Special Programs Director | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: 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 Funding Sources: Light snacks for parent meetings - 199 - General Funds | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: 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: Principals | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Offer professional learning opportunities for staff on how to effectively communicate with parents. Strategy's Expected Result/Impact: Increase productive parent teacher meetings. Staff Responsible for Monitoring: Parent Engagement Specialist, Federal Programs Department | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide adult ESL classes to increase school engagement of ELL/Emergent Bilingual (EB) parents 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: Parent Engagement Specialist Title I: 4.1 Funding Sources: Headphones, books, etc. - 211 - Title I, Part A | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Plan and provide meetings at a variety of times (morning/afternoon) and methods (meetings, video, home visits, etc...) Strategy's Expected Result/Impact: Remove barriers to parent participation and build capacity Staff Responsible for Monitoring: Principal, Community Liaisons, Federal Programs Department | Formative | | |
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| Title I: 4.2 |  | | |
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Goal 1: Parents will be full partners in the education of their children.

Performance Objective 3: Increase number of topics and presentation of values and ethics within the school system and community by 20% by May 2023.

Evaluation Data Sources: Sign-in sheets, agendas, parent survey and Google Meet.

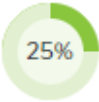



| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Present an awareness program for parents that is supported at both the district and campus levels to explain the various aspects of digital citizenship. (SP 3.1.1) Strategy's Expected Result/Impact: Increase awareness of digital citizenship. Staff Responsible for Monitoring: Parent Engagement Specialist, Instructional Software Specialist | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue the Sharyland Health Advisory Committee in order to confront the social and emotional issues of our community including drug/alcohol use by meeting together 4 times a year in order to generate dialogue among students, parents, staff, and community members. (SP 3.2.2) Strategy's Expected Result/Impact: Increase awareness of social and emotional issues in the community (including drugs, alcohol, vaping, drug trends etc...) Staff Responsible for Monitoring: Asst. Sup. of Student Services Funding Sources: Drug Awareness Instructional Materials - 199 - General Funds, Light snacks for parent meetings - 199 - General Funds | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Share the district's sense of purpose, social integrity and behavior expectations with families and the community. Strategy's Expected Result/Impact: Increase parental awareness of the district's sense of purpose, social integrity and behavior expectations. Staff Responsible for Monitoring: Parent Engagement Specialist, Principals, Director of Public Information | Formative | | |
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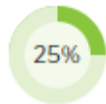





Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Increase average attendance rate from 92.6% in 2021-2022 to 97.4% by May 2023.

High Priority

Evaluation Data Sources: Distance attendance reports




| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Continue incentive programs at campus level to promote student attendance and achieve attendance targets. Strategy's Expected Result/Impact: Increase attendance percentages by district and campus Staff Responsible for Monitoring: Principals Title I: 2.5 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Conduct informational meetings for parents and students on the importance of school attendance. Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Administrators and Teachers Title I: 4.2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Recognize campuses with highest attendance rate per attendance reporting period (principal & designee). Strategy's Expected Result/Impact: Increase attendance percentages. Staff Responsible for Monitoring: Superintendent | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize district and campus personnel to improve attendance. Strategy's Expected Result/Impact: Improve attendance Staff Responsible for Monitoring: Principals, Campuses, Administrators | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Monitor daily attendance to implement and comply with local and state guidelines. Strategy's Expected Result/Impact: Meet truancy compliance guidelines Staff Responsible for Monitoring: Principals, Teachers, Administrators, PEIMS Department, C&I Department | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Offer extracurricular opportunities for students to help develop the whole child. This should include, but is not be limited to, UIL Academics, Chess, UIL Athletic Competitions, clubs and organizations. Strategy's Expected Result/Impact: Increase in student achievement and attendance. Staff Responsible for Monitoring: Assistant Superintendent for C&I Athletic Director Title I: 2.4, 2.5 | Formative | | |
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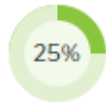

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

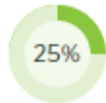






Performance Objective 2: Improve performance of students served through special populations by 5% in comparison to the 2020-2021 TAPR by June 2023.

Evaluation Data Sources: STAAR assessment data, TELPAS, DPA/Benchmark assessments, TAPR reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Offer summer remediation, enrichment and/or acceleration programs for special populations. Strategy's Expected Result/Impact: Successful completion of summer program Staff Responsible for Monitoring: Asst. Superintendent Curriculum and Instruction, Program Directors, Bilingual/ESL Coordinator Title I: 2.4, 2.5, 2.6 Funding Sources: Summer School - 224 - IDEA, Part B - Formula, Summer School and Tutoring - 199 - PIC 25 State Bilingual | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Procure research based Tier 1 and Tier 2 instructional software and materials for teachers and interventionists to utilize with all students and those at risk of not meeting the challenging state academic standards. Strategy's Expected Result/Impact: Reduction in the number of students who do not meet state academic standards and must use our extended year program to gain promotion to the next grade level. Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Federal Programs Director Title I: 2.4, 2.5, 2.6 Funding Sources: - 282 - ESSER III, - 211 - Title I, Part A, Stemscores - 199 - PIC 24 State Comp Ed - \$29,345 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide supplemental accelerated instruction (before, during, extended day, and extended week) to students at risk of not meeting state academic standards (HB4545). Strategy's Expected Result/Impact: All students will meet or surpass state academic standards. Staff Responsible for Monitoring: C & I Administrators Special Populations Administrators Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title I, Part A, - 282 - ESSER III, Supplemental material/Math Warm Ups for SCE students - 199 - PIC 24 State Comp Ed - \$4,230 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 4: Continue to promote and provide rigorous secondary curriculum course offerings, such as Honors , Dual Credit (DC), and Advanced Placement (AP). Strategy's Expected Result/Impact: Course participation and successful completion Staff Responsible for Monitoring: Secondary Principals, Counselors Title I: 2.4, 2.5 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement a campus-wide RTI program to support students who are struggling academically or behaviorally. Strategy's Expected Result/Impact: Through academic interventions (technology, software programs, and instructional resources) teachers will be able to close academic gaps and guide students to meet grade level expectations. Staff Responsible for Monitoring: Special Programs Director, Campus Administrators, RTI Campus Coordinators, Teachers, Interventionists/Specialists Title I: 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for Writing Across the Curriculum (WAC) in all subject areas. Strategy's Expected Result/Impact: Increased writing scores and language proficiency in STAAR and TELPAS Staff Responsible for Monitoring: Principals, Trainer of Trainers Title I: 2.4, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize gifted and talented selection criteria to increase identification of special population gifted students. Strategy's Expected Result/Impact: Increase identification of GT students special populations Staff Responsible for Monitoring: Curriculum Administrators, GT Coordinators, Parents Title I: 2.5 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 8: Ensure identified gifted and talented students complete the Texas Performance Standards Project. Strategy's Expected Result/Impact: Completed Texas Performance Standard Project Staff Responsible for Monitoring: GT Coordinators, Teachers, Counselors Title I: 2.5 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Support elementary campuses with the implementation of math acceleration courses. Strategy's Expected Result/Impact: Increase participation in accelerated math courses by special populations. Staff Responsible for Monitoring: Curriculum Administrators Title I: 2.5 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Continue to sustain and build the engineering programs at all secondary campuses. Strategy's Expected Result/Impact: Increased participation, particularly from underrepresented groups Staff Responsible for Monitoring: High School Principals, Jr. High Principals, CTE Director Title I: 2.5 Funding Sources: - 199 - PIC 22 State CTE, - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Provide specific services, resources and supplies to implement intended program requirements and meet students' individualized needs. Strategy's Expected Result/Impact: Compliance with federal and state requirements Staff Responsible for Monitoring: Federal Programs Director, Special Education Director, CTE Director, Director of Assessment and Advanced Academics Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: Specialized consultants and staff - 224 - IDEA, Part B - Formula, - 199 - PIC 25 State Bilingual, - 282 - ESSER III, Science Acceleration Materials for SCE Students - 199 - PIC 24 State Comp Ed - \$3,349 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 12 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 12: Provide language and academic support through ESL Strategists and Interventionists at elementary and secondary campuses. Strategy's Expected Result/Impact: Increased language and academic proficiency level gains Staff Responsible for Monitoring: Principal, Bilingual / ESL Coordinator Title I: 2.4, 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Provide opportunities for parents, teachers and community members to participate in the review of district data and conduct a comprehensive needs assessment. Strategy's Expected Result/Impact: Increase parental participation Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, Directors, Principals Title I: 4.2 | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Provide general homebound services for students who are medically fragile or who meet criteria through Section 504 Plan or support. Strategy's Expected Result/Impact: Improved grades and ease of transition to general education instruction Staff Responsible for Monitoring: 504 Director and Campus 504 Coordinators Title I: 2.4, 2.6 | Formative | | |
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Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 3: Increase professional development opportunities for teachers on identification of dyslexia and instructional strategies to implement in the classroom in order to support students with dyslexia from once per year to twice per year (Fall/Spring) by May 2023.

HB3 Goal

Evaluation Data Sources: Agendas, Sign-In Sheets, Strive








| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 1: Provide support to students with dyslexia/related disorders (Served under Section 504 or Special Education) by purchasing classroom supplies, instructional materials, resources, technology, incentives, software programs, and other added supports in an effort to help increase student academic performance. Strategy's Expected Result/Impact: Increase the number of students at the "Approaches" level of performance to the "Meets" level of performance on state assessments. Staff Responsible for Monitoring: Special Programs Director, Campus Administrators, Reading Specialists Title I: 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Conduct universal dyslexia screener for kinder and first grade students district-wide at 100% completion by May 2023. Strategy's Expected Result/Impact: Provide early detection and intervention for students with dyslexia. Staff Responsible for Monitoring: Special Programs Director, Reading Specialists Title I: 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide professional development opportunities through conferences, consultants, and other forms of training for district director (s), reading specialists, teachers, interventionists and other support staff who help support students with dyslexia/related disorders, to either attend in-person or virtually. Strategy's Expected Result/Impact: Increase the number of students meeting grade level expectations Staff Responsible for Monitoring: Special Programs Director, Special Ed Director, Teachers and intervention staff | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 4: Conduct campus-based and/or district-wide presentations for parents, in an effort to bring awareness in the area of dyslexia and related disorders by May 2023. Strategy's Expected Result/Impact: Provide early identification of students under dyslexia/related disorders and be able to provide students with needed supports. Staff Responsible for Monitoring: Special Programs Director, Campus Reading Specialists, Interventionists | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide students with multiple forms of literature to help support their reading proficiency from early literacy with programs and books that are phonics-based to emergent readers with audio books, e-readers, paper/hard back books and other formats of books. Strategy's Expected Result/Impact: Increase in reading scores at all grade levels Staff Responsible for Monitoring: Special Programs Director, Campus Reading Specialists, Campus Librarians | Formative | | |
| | Nov | Feb | Apr |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 4: Increase the number of students participating in our school lunch program by 2%, from 5,933 to 6,051 daily lunches served by May 2023.

Evaluation Data Sources: Participation report, Economically Disadvantaged reports, NutraKids data

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 1: Implement strategies to increase participation in lunch applications. Strategy's Expected Result/Impact: Increase participation percentages Staff Responsible for Monitoring: Child Nutrition Director, Federal Programs Director, Campus Administrators Title I: 4.2 | Formative | | |
| | Nov | Feb | Apr |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |




Goal 2: Students will be encouraged and challenged to meet their full educational potential.





Performance Objective 5: Provide supplemental, evidence-based academic opportunities as well as social and emotional support for 100 % of Migrant, Homeless and Low-income students in 2022-2023




High Priority





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







Summative Evaluation: Significant progress made toward meeting Objective


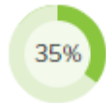




| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Offer alternative methods for credit accrual and recovery by providing multiple opportunities such as: Distance Learning, credit by exam and credit recovery in grades 9th - 12th. Strategy's Expected Result/Impact: Successful course completion and graduation Staff Responsible for Monitoring: Federal Programs Director, Principals, Academic Counselors Title I: 2.4, 2.5, 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Offer college experience opportunities for junior high and high school migrant and homeless students Strategy's Expected Result/Impact: Successful program Completion, students obtaining additional High School and College Credits Staff Responsible for Monitoring: Federal Programs Director, Principals, Academic Counselors Title I: 2.5, 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide home-based Migrant Education Program for 3 and 4-year-old identified Migrant students and their parents. Strategy's Expected Result/Impact: Increase PK Readiness skills Staff Responsible for Monitoring: Federal Programs Director, Migrant Home Educator Title I: 2.4, 2.5, 2.6 Funding Sources: - 212 - Title 1, Part C | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 4 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 4: Provide homework assistance opportunities and tools for students to support the state's challenging standards in reading and math. Strategy's Expected Result/Impact: Improve homework completion rates and improve grades Staff Responsible for Monitoring: Federal Programs Director, Academic Counselors, Librarians Title I: 2.4, 2.6 Funding Sources: - 212 - Title 1, Part C | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide social and emotional support services and materials to assist in the social and academic success of Homeless and Migratory students. Strategy's Expected Result/Impact: improve Social-Emotional well-being and improve academic performance for Migratory students and student who are homeless Staff Responsible for Monitoring: Federal Programs Director, Principals, Migrant NGS Clerk, Academic Counselors Title I: 2.6 Funding Sources: - 211 - Title I, Part A | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide "above and beyond" educational experiences to Homeless and Migrant Students to enhance the learning potential. Strategy's Expected Result/Impact: Improve academic performance Staff Responsible for Monitoring: Federal Programs Director, Principals, Migrant NGS Clerk, Academic Counselors Funding Sources: - 211 - Title I, Part A, - 212 - Title 1, Part C | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide academic support/materials to ensure school and college readiness in reading and math. Strategy's Expected Result/Impact: Improved college readiness skills Staff Responsible for Monitoring: Federal Programs Director, Principals, Migrant NGS Clerk, Academic Counselors Title I: 2.5, 2.6 Funding Sources: - 211 - Title I, Part A | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 8 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 8: Implement recruitment efforts to identify new migrant families: NGS Reports, review late entry and early exit, use social media and surveys Strategy's Expected Result/Impact: Increase number of identified Migrant Families Staff Responsible for Monitoring: Federal Programs Director, Principals, Migrant NGS Clerk, Academic, Migrant Recruiter, Community Liaison Title I: 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide opportunity for Summer Enrichment Programs to address Reading and Math Strategy's Expected Result/Impact: Improved grades and test scores Staff Responsible for Monitoring: Federal Programs Director, Principals, Migrant NGS Clerk, Migrant Teachers Title I: 2.4, 2.5 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Implement strategies to encourage post-secondary enrollment through Career Awareness Club for High School, Jr. High and Elementary Students. Strategy's Expected Result/Impact: Successful post-secondary planning and enrollment Staff Responsible for Monitoring: Federal Program Director, Principals, Academic Counselors Title I: 2.6 Funding Sources: - 211 - Title I, Part A, - 212 - Title 1, Part C | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Implement strategies to reach out to Migrant out of school youth to encourage high school completion. Strategy's Expected Result/Impact: Successful completion of High School Diploma or GED Staff Responsible for Monitoring: Federal Program Director, Principals, Academic Counselors Title I: 2.6 Funding Sources: - 211 - Title I, Part A, - 212 - Title 1, Part C | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 12 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 12: Provide training and support to Migrant Students and their families on how to effectively use resources and tools to increase success in Reading and Math. Strategy's Expected Result/Impact: Improved achievement scores, High School completion Staff Responsible for Monitoring: Federal Programs Director, Academic Counselors Title I: 2.4, 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Provide Supplemental instruction for Homeless and Migrant students such as one-to-one tutoring, extended day tutoring and tutoring during the day in reading and math in grades K-12. Strategy's Expected Result/Impact: Increase proficiency in state assessments Staff Responsible for Monitoring: Federal Programs Director, Academic Counselors, Teacher of Record Title I: 2.4, 2.6 Funding Sources: - 211 - Title I, Part A | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Conduct a Migrant Extracurricular Club or leadership organization specific to Migrant and Homeless students designed to address problems related to migrant life, provide leadership opportunities and facilitate social engagement with the school community. Strategy's Expected Result/Impact: Improved leadership skills and social-emotional well-being. Staff Responsible for Monitoring: Federal Programs Director, Academic Counselors Title I: 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Conduct Migrant Parent meetings to provide information on academic success such as college and career readiness and graduation requirements as well as community resources available. Strategy's Expected Result/Impact: Increase awareness and participation Staff Responsible for Monitoring: Federal Programs Director, Counselors, Parent Engagement Specialist. Title I: 4.2 Funding Sources: - 211 - Title I, Part A, - 212 - Title I, Part C | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 16 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 16: Provide childcare, transportation and light snacks to remove barriers and facilitate participation of Migrant Families in meetings, workshops and conferences. Strategy's Expected Result/Impact: Increase parent participation and skill acquisition. Staff Responsible for Monitoring: Federal Programs Director, Counselors, Parent Engagement Specialist. Title I: 4.2 Funding Sources: materials and food - 211 - Title I, Part A, - 212 - Title 1, Part C | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 17 Details | Formative Reviews | | |
| Strategy 17: Develop and implement a set of procedures that outline strategies for partial and full credit accrual for migrant students with late entry and/or early withdrawal. Strategy's Expected Result/Impact: Increase number of credits Staff Responsible for Monitoring: Federal Programs Director, Academic Counselors | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 18 Details | Formative Reviews | | |
| Strategy 18: Provide training to parents through PAC Meetings and other opportunities on the use of math and reading resources. Strategy's Expected Result/Impact: increased knowledge of resources and improve student academic success Staff Responsible for Monitoring: Principal, Counselor, Teachers and Homeless Liaison Title I: 2.4, 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 19 Details | Formative Reviews | | |
| Strategy 19: Provide training to MEP staff on the use of reading and math resources Strategy's Expected Result/Impact: Improve student achievement Staff Responsible for Monitoring: Federal Programs Director, district curriculum staff Title I: 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 20 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 20: Provide training/presentation to non- MEP staff on the Migrant Program Strategy's Expected Result/Impact: Increase knowledge of the Migrant Program by non-MEP staff Staff Responsible for Monitoring: Federal programs Director, MEP staff Title I: 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 21 Details | Formative Reviews | | |
| Strategy 21: Coordinate Migrant services with out state Migrant offices and TMIP services Strategy's Expected Result/Impact: Student Success Staff Responsible for Monitoring: Federal programs director, Migrant Counselors, NGS Specialist | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 6: Increase teaching effectiveness by providing professional growth opportunities and classroom support.




Evaluation Data Sources: Evidence of PD attendance and classroom implementation





| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Provide professional development opportunities and resources for all special education staff, and general education teachers in the area of special education law, compliance, Inclusivity, content , and SEL. Strategy's Expected Result/Impact: Increase SPED staff and general education teachers with the capacity and knowledge as reflected in student outcomes Staff Responsible for Monitoring: Campus Principals, Special Education Director, Special Education Coordinator Title I: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |





Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.







Performance Objective 1: Four year graduation rate will be above 97% for all populations by June 2023.

Evaluation Data Sources: Completion Rates

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: District level support to assist secondary campuses to monitor student progress and graduation plan fulfillment. Strategy's Expected Result/Impact: Monitoring student progress and graduation plan fulfillment to ensure higher graduation rates. Staff Responsible for Monitoring: District level staff, Principals, Counselors Title I: 2.4 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: District will support high school campuses to continue the implementation of recovery programs and systems to academically support at-risk students and continue the dropout prevention efforts. Strategy's Expected Result/Impact: District level staff will monitor and provide access to recovery programs to at-risk students. Staff Responsible for Monitoring: District level staff, Principals, Counselors, Teachers Title I: 2.4, 2.6 Funding Sources: Edmentum - 199 - PIC 24 State Comp Ed - \$48,289 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: District will continue to provide support for alternative learning settings for students at risk of not graduating through the Sharyland Alternative Education Center. Strategy's Expected Result/Impact: Increase in academic credit hours earned and retention rates. Staff Responsible for Monitoring: District level staff, Alternative campus principal, counselor, and high school guidance counselor. Title I: 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 4 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 4: District will support campus efforts to monitor students who enter a high school equivalency program and their completion. Strategy's Expected Result/Impact: Provide students the opportunity to earn a high school diploma. Staff Responsible for Monitoring: District level staff, Drop Out Prevention Officer, Principals, Counselors | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: District will support the campuses in the adoption of systems to monitor attendance and continue implementing truancy prevention strategies to enhance graduation rates. Strategy's Expected Result/Impact: Decrease in the number of dropouts to less than 3% Staff Responsible for Monitoring: District level staff, Principals, Campus Personnel, Drop Out Interventionist Title I: 2.4, 2.5, 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: District will support the efforts to educate students about graduation options, certificate opportunities and programs available in our schools to support their college and career readiness. Strategy's Expected Result/Impact: Increase completion of Foundation + Endorsement graduation plan and Industry-Based Certifications. Staff Responsible for Monitoring: District level staff, Teachers, Counselors, Principals, and CTE Counselor | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: District will continue to support the efforts to educate students and parents on higher education admission processes to support college transition including financial aid options. Strategy's Expected Result/Impact: Facilitate the transition to higher education. Staff Responsible for Monitoring: District level staff, Principals, Counselors, Go Centers Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 8 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 8: District will continue to support campus efforts to promote and increase students' participation in extracurricular activities. Strategy's Expected Result/Impact: Increased Student Participation, Decrease in Disciplinary Issues Staff Responsible for Monitoring: District level staff, Teachers, Counselors, Asst. Principals, Deans, Principals, Coaches and Campus Athletic Coordinators. Title I: 2.5 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: District will support teen parents and provide pregnancy related services to support their continuity in school and reach graduation. Strategy's Expected Result/Impact: Identify and provide services to teen parents to prevent dropout. Staff Responsible for Monitoring: District level staff, Principals, Assistant Principals, Nurses, Counselors, Parental Liaison, Teachers, Federal Program Director. Title I: 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: District will provide professional learning opportunities for staff in the areas of Social Emotional Learning. Strategy's Expected Result/Impact: Implementation of Capturing Kids Hearts and Character Strong to improve in student relationships and campus culture. Staff Responsible for Monitoring: District level staff, Campus Principals, Counselors, Teachers Funding Sources: - 265 - Title IV, Part A | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: District will support the implementation of accelerated learning to support all students. Strategy's Expected Result/Impact: All students will participate in accelerated learning to ensure student readiness. Staff Responsible for Monitoring: Asst. Supt for C & I & Federal Programs Director, District level staff Title I: 2.4, 2.5, 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 12 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 12: District will continue the efforts to ensure all students have access to technology and supporting resources for learning. Strategy's Expected Result/Impact: Increase student achievement levels of at-risk students Staff Responsible for Monitoring: Asst. Supt for C & I, Principals, Librarians, District level staff, Campus administrative staff. Title I: 2.4, 2.5, 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: District will support the campuses to utilize an effective Course/Credit Validation Analysis (CVA) process through the use of an external validation agency to evaluate foreign transcripts of recent immigrants. Strategy's Expected Result/Impact: Ensure and expedite the process to evaluate academic records or transcripts for out-of-country students to increase graduation opportunities. Staff Responsible for Monitoring: Asst. Superintendent of C&I, Asst. Superintendent Support Services, Federal Programs Director, C&I Directors Funding Sources: Title III - 263 - Title III, Part A | Formative | | |
| | Nov | Feb | Apr |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: All students will be provided with a well-balanced and appropriate curriculum.

Performance Objective 1: By June 2023, the district will ensure 100% implementation of state standards of the required curriculum by consistently utilizing the locally developed curricular documents.

Evaluation Data Sources: Walkthroughs




District Assessments









State Assessments

Industry-Based Assessments (IBCs)

Guiding Documents (YAGs, Scope and Sequence documents, Unit Plans, and

Instructional Calendars)








| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 1: Provide curriculum based professional development that is relevant, effective and ongoing. (SP 1.1.1) 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. Staff Responsible for Monitoring: District Leadership & Support Staff Funding Sources: Strategic Plan - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement vertical team planning in K-2 Reading Language Arts with a focus on phonics curriculum alignment. Strategy's Expected Result/Impact: Increased collaboration and articulation from grade level to grade level. Staff Responsible for Monitoring: District Leadership & Support Staff Title I: 2.4, 2.5 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide professional development opportunities for differentiated instruction that are relevant, effective and ongoing. (SP 1.2.1) This includes, but is not limited to, content support for instructional application. Strategy's Expected Result/Impact: Effective implementation of differentiated instructional strategies and practices. Staff Responsible for Monitoring: District Leadership & Support Staff | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 4 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 4: Conduct instructional planning for effective curriculum implementation. Strategy's Expected Result/Impact: Enhanced content knowledge and specificity through structured planning opportunities. Staff Responsible for Monitoring: District Leadership & Support Staff | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Establish a process to monitor and analyze written curriculum to ensure alignment to state standards. (SP 1.1.2) Strategy's Expected Result/Impact: Refined curriculum documents that reflect all current state standards, to include special population supports. Staff Responsible for Monitoring: District Leadership & Support Staff | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: 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. Strategy's Expected Result/Impact: All preschool teachers will be highly qualified in the area of early childhood education. Staff Responsible for Monitoring: District Leadership & Support Staff Funding Sources: Read 180 Professional Learning - 199 - PIC 24 State Comp Ed - \$6,750 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide opportunities for special population staff to refine curriculum documents to better serve the needs of their students. Strategy's Expected Result/Impact: Curriculum documents that reflect strategies that address the needs of special population students. Staff Responsible for Monitoring: District Leadership & Support Staff Title I: 2.4, 2.6 - Results Driven Accountability | Formative | | |
| | Nov | Feb | Apr |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: All students will be provided with a well-balanced and appropriate curriculum.

Performance Objective 2: By June 2023, the district will support the implementation of "just-in-time support" to "scaffold" tier one curriculum acceleration in reading language arts, mathematics, and science.

Evaluation Data Sources: Completion of accelerated instruction curriculum documents for six reporting periods.

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Refine and implement "just-in-time support" documents to promote acceleration in Kinder through EOC Reading Language Arts. Strategy's Expected Result/Impact: Acceleration documents containing activities designed based on longitudinal data analysis, encompassing six reporting periods. Teachers will be better prepared with instructional tools. Staff Responsible for Monitoring: District Leadership & Support Staff | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Refine and implement "just-in-time support" documents to promote acceleration in grade 3 through EOC mathematics. Strategy's Expected Result/Impact: Acceleration documents containing activities designed based on longitudinal data analysis, encompassing six reporting periods. Teachers will be better prepared with instructional tools. Staff Responsible for Monitoring: District Leadership & Support Staff | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Refine and implement "just-in-time support" documents to promote acceleration in grade 5, grade 8 and Biology. Strategy's Expected Result/Impact: Acceleration documents containing activities designed based on longitudinal data analysis, encompassing six reporting periods. Teachers will be better prepared with instructional tools. Staff Responsible for Monitoring: District Leadership & Support Staff | Formative | | |
| | Nov | Feb | Apr |
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Goal 4: All students will be provided with a well-balanced and appropriate curriculum.


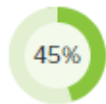





Performance Objective 3: By June of 2023, the raw component score of STAAR assessment performance levels (Approaches Grade Level, Meets Grade Level, and Masters Grade Level) will increase from 57 to 60, including at-risk populations.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR assessment results of Fall 2020 and Spring 2021

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Provide campus instructional support staff to improve student performance in identified areas of need. Strategy's Expected Result/Impact: Increased data-driven and intentional planning and support by all instructional support personnel. Staff Responsible for Monitoring: District Leadership & Support Staff Results Driven Accountability Funding Sources: - 255 - Title II, Part A | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Support campuses with instructional strategies and programs to differentiate for special populations. Strategy's Expected Result/Impact: Well designed instructional strategies for differentiation to target student needs based on assessment and observational data. Staff Responsible for Monitoring: District Leadership & Support Staff Title I: 2.4, 2.5, 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Better prepare campuses with timely intervention for at-risk students to improve student achievement rates. Including, but not limited to a students Accelerated Instruction Plan (AIP). Strategy's Expected Result/Impact: Improved performance of at-risk students. Staff Responsible for Monitoring: District Leadership & Support Staff Results Driven Accountability | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 4 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 4: Provide professional development and coaching to specifically target the needs of at-risk students. Strategy's Expected Result/Impact: Through targeted professional development, teachers will be able to effectively utilize new resources within their classrooms to specifically meet the needs of at-risk students. Staff Responsible for Monitoring: District Leadership & Support Staff Title I: 2.4, 2.5, 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide hands-on, print and digital instructional resources/programs to target the needs of at-risk students. Strategy's Expected Result/Impact: Through the effective utilization of resources to support the needs of at-risk students, students will see an increase in performance on state mandated assessments and classroom grades. Staff Responsible for Monitoring: District Leadership & Support Staff Title I: 2.4, 2.5, 2.6 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide advanced technology resources to target the needs of at-risk students. Strategy's Expected Result/Impact: Through the effective utilization of advanced technology resources, at-risk students will have access to a variety of resources to help bolster academic performance. Staff Responsible for Monitoring: District Leadership & Support Staff Title I: 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

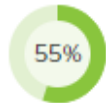
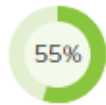
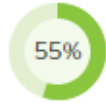
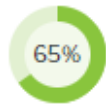
Goal 4: All students will be provided with a well-balanced and appropriate curriculum.


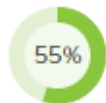
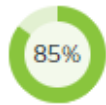
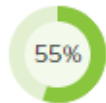
Performance Objective 4: By graduation, 100% of our students will be college and career ready.



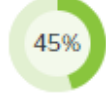
High Priority






Evaluation Data Sources: Personal Graduation Plans of graduating seniors, Skyward Reports, Meeting Agendas, and Sign-in Sheets

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Support campuses in promoting the use of the Career Go Center resources at secondary campuses to provide support to students in the areas of college admissions, scholarships, and financial aid. Strategy's Expected Result/Impact: Increased number of Go Center utilization as evidenced by general student sign-in sheets and participation in college/university presentations and other scheduled events Staff Responsible for Monitoring: District Leadership & Support Staff | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Support campuses in providing online testing practice resources for college/university entrance exams. Strategy's Expected Result/Impact: Increased number of students taking and passing college/university college entrance exams Staff Responsible for Monitoring: District Leadership & Support Staff | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Support campuses in promoting TSI, SAT, and ACT testing at SISD testing sites. Strategy's Expected Result/Impact: Increased number of students taking college/university entrance exams Staff Responsible for Monitoring: District Leadership & Support Staff | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Support campus efforts with preparing students to take and pass the TSIA 2 placement exam. Strategy's Expected Result/Impact: Increased number of seniors graduating CCMR ready. Staff Responsible for Monitoring: District Leadership & Support Staff Funding Sources: TSIA teacher materials with professional development - 282 - ESSER III | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Support campuses in increasing participation in AP courses while providing students with the necessary resources and materials to be successful when testing. Strategy's Expected Result/Impact: Increased participation in AP courses. Increased number of students scoring 3, 4, or 5 on AP exams. Staff Responsible for Monitoring: District Leadership & Support Staff Title I: 2.5 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Support campuses in increasing the number of students taking dual credit courses. Strategy's Expected Result/Impact: Increased number of students earning college credit while still in high school. Staff Responsible for Monitoring: District Leadership & Support Staff Funding Sources: STC Tuition - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Continue partnerships with colleges, technical schools, and business and industry partners to enhance our Career and Technical Education (CTE) course offerings. Strategy's Expected Result/Impact: Increased number of students completing CTE course offerings Staff Responsible for Monitoring: District Leadership & Support Staff Title I: 2.5 | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Support campuses in offering courses at secondary campuses that promote college and career planning and preparation, to include a sequence of courses within approved Programs of Study that offer in-demand and high wage occupations. Strategy's Expected Result/Impact: Increased number of students taking courses within a Program of Study to help them become better prepared for college and/or their career. Staff Responsible for Monitoring: District Leadership & Support Staff | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 9: Provide campuses career exploration software to offer students career exploration opportunities, while administering the interest and skills inventories during the fall term in preparation for next year's course selection process. Strategy's Expected Result/Impact: Increased students' understanding of career opportunities that match their career interests, skills, and values. Staff Responsible for Monitoring: District Leadership & Support Staff Funding Sources: - 244 - Perkins Career & Technical | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff development opportunities for CTE teachers and staff to allow them to obtain updates on CTE curriculum, innovative practices, and newest technologies. 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. Staff Responsible for Monitoring: District Leadership & Support Staff Funding Sources: - 199 - PIC 22 State CTE | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Obtain text and/or on-line curriculum resources to continue to address the state-adopted CTE TEKS. Strategy's Expected Result/Impact: Facilitated delivery of the state-adopted CTE TEKS and provide the teachers additional resources to better deliver the curriculum to the students, as documented on weekly lesson plans. Staff Responsible for Monitoring: District Leadership & Support Staff Funding Sources: - 199 - PIC 22 State CTE, - 244 - Perkins Career & Technical | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Support the campuses in continuing the implementation of House Bill 5 requirements, to include orienting students, parents, and staff on the requirements of the state's high school graduation plan (Foundation High School Program), endorsements, and new assessment requirements. Strategy's Expected Result/Impact: Increased students', parents', and staff's understanding of the HB5 requirements. Staff Responsible for Monitoring: District Leadership & Support Staff Title I: 2.5, 4.2 Funding Sources: - 199 - General Funds, - 199 - PIC 22 State CTE | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 13 Details | Formative Reviews | | |
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| Strategy 13: Provide and promote in-district and community-based college/career opportunities, work-based learning opportunities, and other related activities. Strategy's Expected Result/Impact: Increased students' awareness and participation in in-district and community-based college and career events, such as: career days, guest speaker presentations, job shadowing days, student mentorship program, business/industry tours, Career Prep course, etc. Staff Responsible for Monitoring: District Leadership & Support Staff Title I: 2.5 Funding Sources: - 199 - PIC 22 State CTE | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Support campuses in increasing the number of students earning a certificate and/or an industry-based certification exam. Strategy's Expected Result/Impact: Increased number of certificates awarded and students taking industry-based certification exams as evidenced by STC student certificate rosters, Skyward reports, and other internal reports. Staff Responsible for Monitoring: District Leadership & Support Staff Title I: 2.5 Funding Sources: - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Support campuses in encouraging student involvement in Career and Technical Student Organizations (CTSO's) to foster student competition and leadership. Strategy's Expected Result/Impact: Better developed student leaders, and more well-rounded students Staff Responsible for Monitoring: District Leadership & Support Staff Funding Sources: - 199 - PIC 22 State CTE | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 16 Details | Formative Reviews | | |
| Strategy 16: Continue to sustain and build the CTE Program to provide students career education by developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Strategy's Expected Result/Impact: Overall, improved CTE program to include facilities, equipment, and innovative technologies. | Formative | | |
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| <p>Staff Responsible for Monitoring: District Leadership & Support Staff</p> <p>Title I: 2.5</p> <p>Funding Sources: - 199 - General Funds, - 244 - Perkins Career & Technical</p> |  | | |
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Goal 5: Qualified and highly effective personnel will be recruited, developed, and retained, via a highly qualified recruitment plan.

Performance Objective 1: Support all new employees in order to increase our new employee retention rate from 83.3% to 88% by the end of June 2023.

Evaluation Data Sources: SISD Personnel retention rates
Exit interviews

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 1: Develop and implement mentoring, training and support programs for new teachers (new to career or new to district) and tenured professionals promoted to new positions. (SP 2.1.1) Strategy's Expected Result/Impact: Retain our staff and teachers. Provide our staff with quality professional learning. Staff Responsible for Monitoring: Asst. Supt. for Human Resources and Student Support Services, Executive Director for Human Resources, | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 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: Executive Director for Human Resources Funding Sources: HR Department, Principals, and Teachers - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Conduct new employee orientation and cover employee policies and procedures. Strategy's Expected Result/Impact: New employees will understand and comply with SISD policies and procedures. Staff Responsible for Monitoring: Executive Director for Human Resources, and District Departments Funding Sources: Calendar, District Website, Risk Manager, Technology Department, and C & I Department - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Implement a mentor system (for 0-3 years' experience) and buddy system (for 4+ new to the district) that provides instructional support. Strategy's Expected Result/Impact: Teachers new to the profession will be given guidance and support through their first three years of service. Staff Responsible for Monitoring: Executive Director for Human Resources Funding Sources: Calendar of Activities, and C & I Department - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a mentorship program that encompasses all job positions with emphasis on new hires with a goal-oriented feedback system as a means to develop strong relationships within an organization. Strategy's Expected Result/Impact: All employees will be given guidance and support when they transition to new positions. Staff Responsible for Monitoring: Executive Director for Human Resources, District Directors, and Principals | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Create staff development guidelines for teachers with 0-3 years experience and new to the district. (SP 1.3.2) Strategy's Expected Result/Impact: New staff members will be provided quality professional learning opportunities. Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction Funding Sources: Stipend for mentor teachers - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Recruit and retain bilingual and ESL certified teachers to meet TEA certification requirements under chapter 89 of the Texas Administrative Code (TAC). Strategy's Expected Result/Impact: Meet the certification requirements of chapter 89 of the TAC. Staff Responsible for Monitoring: Executive Director for Human Resources Bilingual/ESL Coordinator | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide new employees with the resources needed to carry out their responsibilities. Strategy's Expected Result/Impact: Retain employees Staff Responsible for Monitoring: District Directors | Formative | | |
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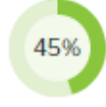


Goal 5: Qualified and highly effective personnel will be recruited, developed, and retained, via a highly qualified recruitment plan.






Performance Objective 2: Support and assist all existing employees in order to increase our existing employee retention rate from 89.5% to 91.5% by the end of June 2023.

Evaluation Data Sources: SISD personnel retention rates; Exit interviews

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 1: Develop and implement positive morale through support programs, mentorship, effective communication, employee input and recognition in order to foster a healthy work environment. (SP 2.2.1) Strategy's Expected Result/Impact: SISD will be a positive, healthy work environment for all employees. Staff Responsible for Monitoring: Executive Director for Human Resources Principals Funding Sources: Selection Committees, Local Businesses, and Education Foundation - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide Bilingual/ESL and Special Education stipends to qualified personnel. Strategy's Expected Result/Impact: SISD will retain highly qualified staff in high need areas. Staff Responsible for Monitoring: Federal Program Director, Bilingual/ESL Coordinator, and Special Education Director Funding Sources: Aware, Skyward, Forethought, PEIMS Data, and Staff Development - 199 - General Funds, Aware, Skyward, Forethought, PEIMS Data, and Staff Development - 224 - IDEA, Part B - Formula | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide stipends for Master's degree in teaching field. Strategy's Expected Result/Impact: SISD will retain highly qualified staff in high need content areas. Staff Responsible for Monitoring: Executive Director for Human Resources Funding Sources: Board-approved Stipend Amount, Salary and Stipend Booklet, and Stipend Schedule - 199 - General Funds | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Continue monthly Principals', Assistant Principals', and Administrators' Meetings. 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. Staff Responsible for Monitoring: Superintendent, Asst. Superintendents, and Department Directors Funding Sources: District Policies, District Calendar, and TEA Resources - 199 - General Funds | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Conduct a staff climate survey to obtain information on district strengths and weaknesses. Strategy's Expected Result/Impact: Utilize climate survey results to address concerns on campuses. Staff Responsible for Monitoring: Executive Director for Human Resources | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Conduct an employee exit interview to obtain information on district strengths and weaknesses. Strategy's Expected Result/Impact: Utilize feedback from exit interviews to improve our district practices and services. Staff Responsible for Monitoring: Executive Director for Human Resources | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Sustain a culture of excellence by recognizing employee worth through a variety of employee benefits. (SP 2.2.2) Strategy's Expected Result/Impact: SISD employees will feel valued and appreciated. Staff Responsible for Monitoring: Executive Director for Human Resources Funding Sources: Retention Stipend for All Employees - 289 - Title IV | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Create staff development guidelines which promote alignment, consistency and professional growth. (SP 1.3.1) Strategy's Expected Result/Impact: Staff development plan inclusive of all roles within SISD. Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, and Curriculum and Instruction Directors | Formative | | |
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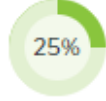


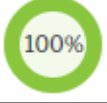



| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Reimburse or provide funding for Bilingual/ESL certification preparation course and examination fee. Strategy's Expected Result/Impact: The number of teachers with bilingual/ ESL certifications will increase. Staff Responsible for Monitoring: Federal Program Director, Bilingual ESL Coordinator Funding Sources: Region One, and TExES Reviews - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Monitor and assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements. Strategy's Expected Result/Impact: Ensure all students are taught by teachers and paraprofessionals who are highly qualified in their grade level and subject area. Staff Responsible for Monitoring: Executive Director for Human Resources, and Principals | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Continue new principals' and new assistant principals' academy meetings. Strategy's Expected Result/Impact: Ensure that new principals and assistant principals receive the support they need to be successful their first year. Staff Responsible for Monitoring: Asst. Supt. for Student and Support Services | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide coaching and curriculum support to teachers and interventions for students to address learning gaps Strategy's Expected Result/Impact: Improve student performance Staff Responsible for Monitoring: Instructional Coaches, Curriculum Directors Title I: 2.4, 2.6 Funding Sources: - 282 - ESSER III | Formative | | |
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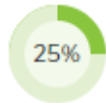

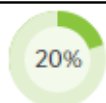

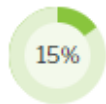
| Strategy 13 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 13: Provide instructional coaching professional development and associated materials to all Instructional coaches, ESL Strategists, Campus Interventionists, and District Specialists. Strategy's Expected Result/Impact: Instructional support staff will be trained to provide coaching to teachers to improve classroom practices and ultimately increase student performance. Staff Responsible for Monitoring: Executive Director for C & I, Bilingual/ESL Coordinator, Federal Programs Director Title I: 2.4 Funding Sources: Instructional Coaching PD and Books - 282 - ESSER III | Formative | | |
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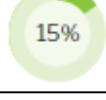
Goal 6: Sharyland students will demonstrate exemplary performance in comparison to local, state, and national standards.









Performance Objective 1: By June 2023, district will increase raw component score for STAAR performance from a 57 (scaled score 87) to 60 (scaled score 90) on state accountability measures.

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

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 1: Build leadership capacity of administrators to improve teacher and student performance. Strategy's Expected Result/Impact: Increase knowledge, understanding and skill in goal setting and monitoring performance in all administrators. Staff Responsible for Monitoring: Superintendent, Asst. Superintendent of Curriculum and Instruction, Curriculum Directors Funding Sources: Staff Development - 255 - Title II, Part A | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Train professional and instructional staff on implementing highly engaged classroom strategies throughout the year aligned to grade levels. Strategy's Expected Result/Impact: TTESS and walk-throughs that reflect highly engaged strategies being utilized. Staff Responsible for Monitoring: Curriculum Directors, Content Specialists, Instructional Coaches Funding Sources: Consultants Materials/Resources, Eduphoria, Walk Through forms - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement class-size reduction at selected elementary campuses in grades K-4th in August/September. Strategy's Expected Result/Impact: Reduced class size and increase in student performance. Staff Responsible for Monitoring: Human Resources Director, Asst. Supt. for C & I, Principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Monitor student teacher ratios weekly to ensure compliance with 22:1 ratio and work to minimize the number of classrooms on waivers due to unanticipated growth. (Kinder-4th). Strategy's Expected Result/Impact: Maximize student learning through appropriate class sizes. Staff Responsible for Monitoring: Executive Director of Human Resources Asst. Supt. for C & I | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 5: Analyze test results from prior years to adjust the delivery of curriculum and instruction to meet the needs of all students and identified special needs students in June-September. Strategy's Expected Result/Impact: Comprehensive Needs Assessment on areas of weakness. Action plans to address those areas. Staff Responsible for Monitoring: Director of Assessment, Principals, Special Ed. Director Results Driven Accountability | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data to redirect vertically aligned and differentiated instruction for all students, SPED, At Risk, Migrant, and EB students. Utilize action plans in the core subject areas of need. Strategy's Expected Result/Impact: Campuses and district meet all targets in all domains, Benchmarks/ DPA, Comprehensive Needs Assessment Staff Responsible for Monitoring: Campus Principals, Curriculum Department staff Title I: 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize research-based strategies and programs to improve student achievement on state/federal accountability systems. Strategy's Expected Result/Impact: Benchmark/DPA scores, STAAR test scores improved. Staff Responsible for Monitoring: Federal Programs Director, Curriculum Directors, Principals Funding Sources: Intervention Programs, tutoring - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide PD to campus administration and other campus personnel on various topics such as instructional delivery, differentiation for all learners, data analysis for continued improvement. Strategy's Expected Result/Impact: Improvement in overall scores from assessment to assessment and campuses meet all targets in all domains on benchmarks/DPAs, STAAR assessments. Staff Responsible for Monitoring: C & I Staff, Student Support Services Staff, Principals, Assistant Principals, Teachers | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Training on RDA (Results Driven Accountability) and aligning instruction to data. Strategy's Expected Result/Impact: Improvement on the RDA indicators. Staff Responsible for Monitoring: Asst. Superintendent Curriculum and Instruction, Curriculum Directors Results Driven Accountability | Formative | | |
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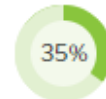
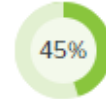





| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Provide targeted supplemental instruction for students identified with academic needs or who did not perform satisfactorily on STAAR/EOC assessments. Strategy's Expected Result/Impact: Improvement on benchmarks/DPA, STAAR Jr., and STAAR results Staff Responsible for Monitoring: Principals, Teachers, Testing and ESL Strategists Results Driven Accountability Funding Sources: STAAR Tutorial Classes - 191 - State High School Allotment, STAAR Tutorial Classes - 199 - General Funds | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Utilize TEKS Bank and other software programs to develop benchmarks/DPA and review scores that address state standards and provide data to adjust instruction accordingly by using benchmarks/DPA and secondary semester exams aligned to state blueprints in core content areas in the Fall and Spring. Strategy's Expected Result/Impact: Improvement in overall scores from assessment to assessment and campuses meet all targets in all domains on benchmarks/DPAs, STAAR assessments. Staff Responsible for Monitoring: Curriculum Directors, Content Strategists, Testing Coordinators Funding Sources: - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Continue Professional Learning Community (PLC)/Focus teams throughout the year. Strategy's Expected Result/Impact: Alignment of curriculum and targeted lessons based upon student needs. Staff Responsible for Monitoring: Campus Admin., Lead Teachers, Content Specialists | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Continue to implement DPA Benchmarks for (K-2) twice a year to prepare students for STAAR. Strategy's Expected Result/Impact: DPA Benchmark results by campus and district will improve and serve as a predictor for STAAR scores in 3rd grade. Staff Responsible for Monitoring: Curriculum Directors | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 14: Increase percentage of students achieving masters level performance on STAAR/EOC for all assessments from 30% to 34% and earn the postsecondary distinction as a district. Strategy's Expected Result/Impact: Number of students receiving masters levels will increase by 5% on benchmarks/DPA, and STAAR results Staff Responsible for Monitoring: Lead Teacher, Principals, Teachers | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Continue Summer School Program. Strategy's Expected Result/Impact: Pass summer school exams, EOC and STAAR exams. Staff Responsible for Monitoring: Summer School Principal, Federal Programs Director, Curriculum Directors Funding Sources: OEYP - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 16 Details | Formative Reviews | | |
| Strategy 16: Continue administering Data Point Assessments (DPA) in STAAR assessed areas and provide reporting tools that measure student achievement and growth. Strategy's Expected Result/Impact: DPAs will be utilized to monitor progress of students to ensure student success. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Curriculum Directors Director of Assessment and Advanced Academics Curriculum Specialists Funding Sources: - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 17 Details | Formative Reviews | | |
| Strategy 17: Monitor academic achievement of state performance domains: (1) the student achievement domain, (2) the school progress domain, and (3) closing the gaps domain. Strategy's Expected Result/Impact: Increase achievement results across the district Staff Responsible for Monitoring: Asst. Superintendent for C&I, Exec Director for C&I, Curriculum Directors, Special Populations Director, Sped Director Title I: 2.4 | Formative | | |
| | Nov | Feb | Apr |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 6: Sharyland students will demonstrate exemplary performance in comparison to local, state, and national standards.

Performance Objective 2: By June 2023, increase the percentage of students meeting TSI criteria in ELA/Reading and Mathematics from 41% to 48%.



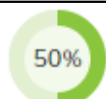
Evaluation Data Sources: Student results, participation counts, and sign-in sheets.

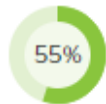

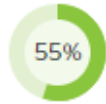


| Strategy 1 Details | Formative Reviews | | |
|--|--|-----|-----|
| Strategy 1: Implement Test Prep program for SAT/ACT/TSI during class time to increase number of students meeting or exceeding state criterion on ACT, TSI, and SAT in the Fall and Spring. Strategy's Expected Result/Impact: Students will earn CCMR credit. Staff Responsible for Monitoring: High School Principal, High School Counselors, Deans Funding Sources: Class Offered, Program Purchase - 191 - State High School Allotment | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue to offer HB 5 College Prep courses in Fall and Spring semesters. Strategy's Expected Result/Impact: Pass the College Prep course. Staff Responsible for Monitoring: High School Principal, High School Counselors | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue to administer the SAT test to all Juniors during the spring of their junior year free of charge. Strategy's Expected Result/Impact: Increase the percentage of students meeting or exceeding state criterion on SAT. Staff Responsible for Monitoring: Asst. Supt for C&I, Director of Assessment, Campus Testing Coordinator, Counselors | Formative | | |
| | Nov | Feb | Apr |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 7: Sharyland ISD will provide a safe, secure and healthy environment for staff and students.

Performance Objective 1: An effective student management framework will be developed to emphasize Positive Behavior Interventions and Support (PBIS) in order to reduce behavior incidents by 3% by the end of June 2023.

Evaluation Data Sources: Campus and District Discipline reports.

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Track discipline data quarterly to analyze discipline events and removal actions. Strategy's Expected Result/Impact: Decrease in discrepancies in reporting codes/removal actions Staff Responsible for Monitoring: Executive Director of Student Services | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Oversee alternative educational programs/campuses to ensure state and local expectations are met for highly qualified staff, student attendance, and student discipline matters. Strategy's Expected Result/Impact: Ensuring we are following all guidelines for alternative education programs Staff Responsible for Monitoring: Assistant Superintendent of C & I, and Student Services Executive Director of Student Services Executive Director of Human Resources, Principals Assistant Principals | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Strategic placement of License Specialist in School Psychology (LSSPs) at specific campuses to monitor campus discipline management plans and support all stakeholders as they address discipline issues. Strategy's Expected Result/Impact: Reduction in number of behavior incidents and among schools Staff Responsible for Monitoring: Special Education Director, Principals, Assistant Principals, and LSSPs Funding Sources: - 282 - ESSER III | Formative | | |
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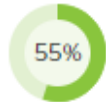

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|-----|
| Strategy 4: Provide presentations, staff development and resources to campuses, district, and community to improve parent/child communication, student support through individual/ small group counseling and more effectively address identified 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. Strategy's Expected Result/Impact: Bring awareness and reduce incidences through counseling lessons and interventions Staff Responsible for Monitoring: Executive Director of Student Services Director for Counselor | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Track discipline data quarterly to analyze events and evaluate actions to strategically monitor discipline referral of special education and Section 504 students. Strategy's Expected Result/Impact: Reduce discipline incidences for special education and 504 students Staff Responsible for Monitoring: Director for Special Education Director of Special Programs Director for Counseling Principals Assistant Principals | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Implement conflict resolution programs on campus. Strategy's Expected Result/Impact: Decreased discipline referrals as recorded in the PEIMS 425 record. Staff Responsible for Monitoring: Principals Director for Counseling Counselors | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: 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 Character Strong. Strategy's Expected Result/Impact: Provide students with monthly counseling lessons that address the different character traits of the curriculum used Staff Responsible for Monitoring: Counselors Director for Counselor Funding Sources: - 282 - ESSER III | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 8 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 8: Report out of school suspensions to include information on the basis of the suspension, the student's identifying information, and the days the student was suspended. Strategy's Expected Result/Impact: Reduce inconsistencies in reporting Staff Responsible for Monitoring: District PEIMS Director Principals Asst. Principals PEIMS Clerks | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: 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. Strategy's Expected Result/Impact: Reduce out of school suspensions for students who are homeless Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Homeless Liaison Title I: 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 7: Sharyland ISD will provide a safe, secure and healthy environment for staff and students.

Performance Objective 2: Reduce the involvement of students in gang-related activities, bullying, and drug use by 5% as measured by district discipline reports by end of June 2023.

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

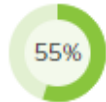

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 1: Provide information and presentations to students that support the Sharyland ISD safe schools initiatives, including topics such as: gang violence, bullying, and substance abuse Strategy's Expected Result/Impact: Bring awareness and intervention through counseling lessons and discussions through the athletic programs Staff Responsible for Monitoring: Superintendent of C&I Principals Assistant Principals Director for Counseling Counselors P.E. Coaches Athletic Director Funding Sources: Team Matrix Model -Tuesday Night, Counseling Session Teen Intervene Program "Rattlers Choose to Care", SHAC, Red Ribbon Activities-Random drug testing policy, Rattlers Guiding Rattlers Striking News - 265 - Title IV, Part A | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Develop and implement strategies for drug awareness and prevention designed to create environments and conditions that support behavioral health and the ability of students to withstand challenges. (SP 3.2.1) Strategy's Expected Result/Impact: Decrease the number of students involved in drug-related incidences Staff Responsible for Monitoring: Executive Director of Student Services Director of Counseling Counselors | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Develop partnerships with external service organizations for students diagnosed with substance abuse to live productive lives in the community. (SP 3.2.2) Strategy's Expected Result/Impact: Students will be able to contribute to society in a positive and productive manner | Formative | | |
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| Staff Responsible for Monitoring: Director of Counseling Counselors SHAC committee |  | | |
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Goal 7: Sharyland ISD will provide a safe, secure and healthy environment for staff and students.

Performance Objective 3: Create and maintain a safe school environment that supports the positive, physical, and emotional well-being of students & staff by reducing incident reports by 3% as measured by district reports by end of June 2023.

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

| Strategy 1 Details | Formative Reviews | | |
|---|--|-----|-----|
| <p>Strategy 1: Implement a multi-hazard emergency operations plan for use in all district facilities which includes training in preparedness, response, and recovery. As part of the plan, all facilities will practice the following including but not limited to: fire drills, lock downs, severe weather, active shooter, and bomb threats.</p> <p>Strategy's Expected Result/Impact: Prepare each campus by taking a proactive approach and practicing what to do in case of a real situation</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services Director of Facilities/Risk Management Principals Assistant Principals</p> | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Create and maintain a safe in-school 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 Executive Director of Student Services Director of Counseling Director of Facilities/Risk Management Director of Child Nutrition Athletic Director Principals Assistant Principals Nurses Counselors LSSP's Coaches Federal programs Director</p> <p>Funding Sources: - 281 - ESSER II</p> | Formative | | |
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




| Strategy 3 Details | Formative Reviews | | |
|--|---|-----|---|
| Strategy 3: Establish a comprehensive district support system in alignment with the district code of conduct in order to foster academic integrity for all Sharyland ISD students. (SP 3.3.1) Strategy's Expected Result/Impact: Bring awareness and implement academic integrity with our students Staff Responsible for Monitoring: Executive Director of Human Resources Principals Deans Teachers | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Establish a comprehensive district support system in alignment with the district code of conduct in order to foster social integrity for all Sharyland ISD students. (SP 3.3.2) Strategy's Expected Result/Impact: Bring awareness to social integrity through lessons in an effort to produce well-rounded students Staff Responsible for Monitoring: Superintendent for Student Services Executive Director of Counseling Director for Counseling Principals Counselors | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: 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. Strategy's Expected Result/Impact: Awareness of protocol during an active shooter emergency. Staff Responsible for Monitoring: Assistant Superintendent for Student Services Executive Director of Student Services Director of Facilities/Risk Management Principals | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 6 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 6: 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. Strategy's Expected Result/Impact: District guidelines and handbook on policies and procedures established by the Texas School Safety Center Implement a proactive approach to incidences at the campus level Staff Responsible for Monitoring: Assistant Superintendent for Support Services Executive Director of Student & Support Services Director of Facilities/Risk Management Principals LSSP's Director for Counseling Counselors Nurses | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: The district may employ security personnel and/or utilize a local law enforcement agency to provide protection, safety, and law enforcement intervention for anyone within the jurisdiction of the peace officer and the school district property. Strategy's Expected Result/Impact: Reduction of incidences Staff Responsible for Monitoring: Assistant Superintendent for Support Services Executive Director of Student and Support Services Director of Facilities/Risk Management | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: The district and campus will provide awareness to staff to ensure that the use of adverse techniques (interventions which cause significant physical or emotional discomfort or pain) are not inflicted on a student. Strategy's Expected Result/Impact: Prevent adverse technique incidences between students and staff Staff Responsible for Monitoring: Assistant Superintendent for Student Support Services Principals | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: Sharyland ISD will provide a safe, secure and healthy environment for staff and students.

Performance Objective 4: Increase student, staff, and parents' satisfaction rate by 5% by offering awareness of mental health interventions by end of June 2023.

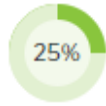






Evaluation Data Sources: Sign-In Sheets, Agendas, Brochures, Presentations, Parent Surveys

| Strategy 1 Details | Formative Reviews | | |
|--|--|---|-----|
| Strategy 1: Continue district efforts to support campuses in bringing awareness and student support in the areas of: Suicide Prevention, Mental Health, Sexual Abuse, Sexual Harassment. Strategy's Expected Result/Impact: Reduction in student-related incidences Staff Responsible for Monitoring: Federal Programs Director Principals Assistant Principals, LSSPs, LPC, Counselors Director for Counseling Funding Sources: HB 1041, HB 2186, Team Leadership, -Rattlers Guiding Rattlers, Children Advocacy Centers, Child Protective Services, Sharyland ISD Student/Parent Handbook, Outside Resources - 199 - General Funds, HB 1041, HB 2186, Team Leadership, - Rattlers Guiding Rattlers, Children Advocacy Centers, Child Protective Services, Sharyland ISD Student/Parent Handbook, Outside Resources - 265 - Title IV, Part A | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish and implement a trauma-informed care policy and training to increase staff and parent awareness which includes available counseling options for students affected by trauma or grief. Strategy's Expected Result/Impact: Establish and provide a support system for students affected by trauma or grief. Staff Responsible for Monitoring: Principals Director for Counseling LSSP's Counselors | Formative | | |
| | Nov | Feb | Apr |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: Sharyland ISD will provide a safe, secure and healthy environment for staff and students.

Performance Objective 5: Increase communications with parents and community members by 3% by utilizing multiple communication methods to address discipline matters through the end of May 2023.



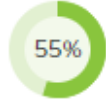
Evaluation Data Sources: Utilize Sign In Sheets, Agendas, Brochures, and Presentations.







| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 1: The district, in collaboration with the campus, shall provide parents with timely notification should the campus receive a perceived threat or report. Strategy's Expected Result/Impact: Bring awareness and support should a campus encounter a terroristic threat. Staff Responsible for Monitoring: Assistant Superintendent for Student Support Services Executive Director of Student & Support Services Principal | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide campuses and teachers with multiple methods for communicating with parents: District/Campus websites, Automotive call system (Skylert), Parent Email address, Family Access, SPSTO Meetings, Parent Meetings (Federal/Special Education), Parent Portal, Letters and Brochures. Strategy's Expected Result/Impact: Bring awareness and communication with parents Staff Responsible for Monitoring: Director of Technology, Director for C & I District PR staff Principals Asst. Principals Funding Sources: District's Calendar of Events, Sharyland ISD Parent/Student Handbook - 199 - General Funds | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| 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. Strategy's Expected Result/Impact: Establish lines of communication between parents and principals and/or assistant principals to discuss behavior concerns. Staff Responsible for Monitoring: Assistant Superintendent for Student Services Executive Director of Student and Support Services Principals Asst. Principals | Formative | | |
| | Nov | Feb | Apr |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: Sharyland ISD will provide a safe, secure and healthy environment for staff and students.

Performance Objective 6: In addition to other discipline management techniques, Sharyland ISD will provide a Disciplinary Alternative Education Program (DAEP), throughout the entire school year, that will support student needs to reduce behavior incidents by 3% thus resulting in serving fewer days than official length assignments through May 2023.

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




| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Review student attendance, code of conduct and completion of assignments for good behavior with students in the DAEP program. Strategy's Expected Result/Impact: Re-establish a positive support system for students to prevent reintegration into DAEP Staff Responsible for Monitoring: DAEP Administrator Principals Counselors PEIMS Clerks Results Driven Accountability | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide structured counseling services at elementary and secondary DAEP. Strategy's Expected Result/Impact: Provide guidance to students to prevent reintegration into DAEP. Staff Responsible for Monitoring: DAEP Administrator and Counselors Results Driven Accountability | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue efforts to reduce recidivism rates through mentorship and counseling. Strategy's Expected Result/Impact: Provide guidance and support to reduce reintegration into DAEP. Staff Responsible for Monitoring: DAEP Administrator, Counselors Teachers Results Driven Accountability | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 4 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 4: DAEP placement for a student who engages in conduct that contains elements of the offense of harassment under Section 42.07 against an employee of the school district. Strategy's Expected Result/Impact: HR Documentation and Investigation DAEP Placement Forms Staff Responsible for Monitoring: DAEP Administrator Executive Director for Human Resources | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: The campus administrator shall create and implement a personalized transition plan for a student returning to campus after placement in DAEP no later than five instructional days after the student's release date. Strategy's Expected Result/Impact: Provide support through a transition plan to help students become productive on their own campus and reduce their return to DAEP. Staff Responsible for Monitoring: DAEP Administrator Principals Counselors Teachers Results Driven Accountability | Formative | | |
| | Nov | Feb | Apr |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 7: Sharyland ISD will provide a safe, secure and healthy environment for staff and students.

Performance Objective 7: Establish comprehensive nursing and crisis team protocols on injury prevention, response management, and treatment care for our students and staff and thus reduce incidences by 3% through June 2023.

Evaluation Data Sources: Clinic incident reports






| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 1: Establish a traumatic injury response protocol at each campus to include training on the use of a bleeding control station. Strategy's Expected Result/Impact: Provide immediate treatment in case of a traumatic injury to help prevent excessive blood loss and sustained injury. Staff Responsible for Monitoring: Assistant Superintendent for Student Services Executive Director of Student & Support Services Director of Risk Management/Operations District Charge Nurse Principals Campus Incident Commanders Nurses School Resource Officer | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Each campus nurse and designated campus support personnel will complete an approved training course on care of students with seizure disorders and implement a seizure management and treatment plan provided by the student's parent/guardian. Strategy's Expected Result/Impact: Recognize and provide quick and effective care to help support the student with a seizure disorder in the learning environment. Staff Responsible for Monitoring: Assistant Superintendent for Student Services, District Charge Nurse, Campus Nurses, Campus Designated Staff Support | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create and administer guidelines and policies for the care of students at risk for Anaphylaxis. This policy shall be posted on the district's website with guidance for a parent/guardian to be able to access the district's complete guidelines document. Strategy's Expected Result/Impact: Provide guidelines to parents/guardians on the care of students with food allergies that are at risk for Anaphylaxis. Staff Responsible for Monitoring: Assistant Superintendent for Student Services, District Charge Nurse Nurses | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 4 Details | Formative Reviews | | |
|---|--|-----|-----|
| Strategy 4: The district School Health Advisory Council Committee will recommend appropriate grade level curriculum and instruction on the topic of opioid addiction, abuse, and treatment. Strategy's Expected Result/Impact: Reduction in the number of opioid related incidences Staff Responsible for Monitoring: District Charge Nurse District SHAC members Director of Counseling Counselors Nurses | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: The district School Health Advisory Council Committee shall develop strategies to increase parental awareness on the early warning signs of suicide, behavioral and mental health concerns, and substance abuse disorders. Strategy's Expected Result/Impact: Prevention of incidences across the district Staff Responsible for Monitoring: District Charge Nurse Director for Counseling District SHAC members Counselors Nurses | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: School Resource Officers (SRO) shall perform duties as described in the MOU with City of Mission Police Department. A SRO shall not be assigned routine classroom discipline or administrative tasks. Specific duties can be found in the SISD Student Code of Conduct. Strategy's Expected Result/Impact: Effective implementation of safety program. Staff Responsible for Monitoring: Executive Director for Facilities and Risk Management Title I: 4.1 | Formative | | |
| | Nov | Feb | Apr |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 7: Sharyland ISD will provide a safe, secure and healthy environment for staff and students.

Performance Objective 8: Establish, plan, implement, and evaluate a comprehensive school counseling program that conforms to the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association.








- Evaluation Data Sources:** Student, Parent and Staff Surveys
Agendas and Sign In Sheets
Guidance Lesson Schedules
Reports that indicate the Amount of Time on the Following:
-Guidance Curriculum
-Responsive Services
-Individual Planning System
-System Support

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 1: Establish a Comprehensive School Counseling Program at each campus developed by the Texas Counseling Association. Strategy's Expected Result/Impact: High quality Comprehensive School Counseling Program benefits students, staff, administrators, and parents. It will improve academic, social, and emotional well-being by identifying barriers to learning thus impacting all children. Staff Responsible for Monitoring: Assistant Principal Principal Counselor Director For Counseling Assistant Superintendent for Student Support | Formative | | |
| | Nov | Feb | Apr |
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| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Goal 7: Sharyland ISD will provide a safe, secure and healthy environment for staff and students.

Performance Objective 9: Provide resources, upgrades and equipment necessary to reduce risk of virus transmission, exposure to environmental health hazards and improve indoor air quality to support student and staff health needs.



Evaluation Data Sources: Technology Work Orders, Classroom and Campus Support Logs, decrease in positive virus transmission numbers.





| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Provide materials and supplies for essential Staff to ensure the district return to school plan is supported effectively Strategy's Expected Result/Impact: Improve technology support processes, implement effective protocols Staff Responsible for Monitoring: Chief Financial Officer Funding Sources: working stations for additional staff, additional tables to reduce number of people at each table - 281 - ESSER II, - 282 - ESSER III | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide all classrooms and offices with air filtration units and other upgrades to improve indoor air quality in school facilities. Strategy's Expected Result/Impact: improve indoor air quality and student and staff health Staff Responsible for Monitoring: Executive Director of Facilities/Risk Manager Chief Financial Officer Funding Sources: - 281 - ESSER II | Formative | | |
| | Nov | Feb | Apr |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide additional buses to ensure social distancing and carry out practicable health protocols and guidelines. Strategy's Expected Result/Impact: Improve number of COVID- cases among students and staff Staff Responsible for Monitoring: Executive Director of Maintenance, Assistant Superintendent for student and support Services Funding Sources: - 281 - ESSER II | Formative | | |
| | Nov | Feb | Apr |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |






Goal 8: Technology will be implemented and upgraded to increase effectiveness of student learning, instructional management, staff development, administration and security.

Performance Objective 1: The district will implement technology tools and quality, sustained staff development opportunities to ensure that 100% of our staff is comfortable and confident with both synchronous and asynchronous instruction throughout 2022-2023 school year.

Evaluation Data Sources: Evaluated based on our District Strategic Plan and Little SIS Usage Reports, Pearson, HMH and content specialist reports.

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| <p>Strategy 1: Evaluate the 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 2023.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer, Asst. Superintendent for Curriculum and Instructional Software Specialist</p> <p>Title I: 2.4</p> <p>Funding Sources: Kami Renewal - 211 - Title I, Part A, Sirius Education/EOC Test Preparation Software license - 199 - PIC 24 State Comp Ed - \$81,192, IXL Site license - 199 - PIC 24 State Comp Ed - \$78,400, Progress Learning Instructional software license PK-5 - 199 - PIC 24 State Comp Ed - \$45,760, EOC Test preparations Software/Additional licenses - 199 - PIC 24 State Comp Ed - \$8,400, IXL Math and ELA Site license - 199 - PIC 24 State Comp Ed - \$9,300, District and Campus Improvement Plan Software - 199 - General Funds - \$8,000, District Software Licenses - 199 - General Funds - \$80,000</p> | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Develop and implement training and support programs for all students, staff and parents that targets digital citizenship. (SP 3.1.1)</p> <p>Strategy's Expected Result/Impact: Students will receive knowledge of Digital Citizenship through the use of Learning.com. We will reach out to our current parent learning community to invite them to Technology Tuesday's and other district parent meetings. Topics include Digital Citizenship lessons and additional resources available to share with their children.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Student Services & Community Involvement, Instructional Software Specialist</p> | Formative | | |
| | Nov | Feb | Apr |
| |  | | |

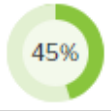


| Strategy 3 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 3: Continue to provide training and awareness regarding free cloud based storage for students and staff. Strategy's Expected Result/Impact: Parents, students and staff will be informed of our cloud based platforms such as Google Drive and other Google Workspace platforms that students and staff can use to save and share their work. Staff Responsible for Monitoring: Instructional Software Specialist, Chief Technology Officer Title I: 2.4 | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Schedule ongoing training with Instructional Software Specialist at each campus. Strategy's Expected Result/Impact: Goals include continual, measurable and sustainable training for all district platforms such as Google Workspace, Pearson, Study Island, etc. The focus is to help teachers become familiar with all our district resources so that they can create additional learning experiences for their students. Staff Responsible for Monitoring: Chief Technology Officer, Instructional Software Specialists, and Principals | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Increase awareness of SAMR model for proper use of technology integration into lessons. Strategy's Expected Result/Impact: We will offer continued support to all teachers via online and onsite training to help teachers with technology best practices to implement within their learning experiences. Staff Responsible for Monitoring: Instructional Software Specialists | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Offer additional AWARE training to demonstrate how to gather data to help with lesson planning. This will help teachers with addressing new T-TESS evaluation system, specifically on Dimension 1.2. Strategy's Expected Result/Impact: This will help teachers become better acquainted with their students academic data and metrics to make informed decisions about curriculum to provide additional support. Staff Responsible for Monitoring: Director of Assessment, Research and Evaluation | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Implement tools to help students develop original thinking skills through academic writing and online research efforts Strategy's Expected Result/Impact: Produce original writing work to improve grades and test scores Staff Responsible for Monitoring: Principal, Dean and teachers, | Formative | | |
| | Nov | Feb | Apr |
| | | | |






| | | | |
|---|--|--|--|
| Title I: 2.4, 2.6 Funding Sources: - 211 - Title I, Part A |  | | |
| | | | |
| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | | | |

Goal 8: Technology will be implemented and upgraded to increase effectiveness of student learning, instructional management, staff development, administration and security.

Performance Objective 2: Increase access to technology tools by 20% to support and sustain concurrent instruction and virtual professional development by June 2023.

Evaluation Data Sources: Eduphoria Workshop reports, online platform reports, student attendance and connectivity reports, usage reports







| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Evaluate the possibility of utilizing campus technology representatives as on campus technology liaison. Strategy's Expected Result/Impact: This will be analyzed through, Help-desk reports, district technology meetings, campus feedback, and technology surveys completed by June 2022. Staff Responsible for Monitoring: Instructional Software Specialist, Chief Technology Officer, Campus Administration | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Facilitate a platform for asynchronous and synchronous instruction that is accessible to students and teachers both in the classroom and at home. Strategy's Expected Result/Impact: Improved TTESS evaluations, technology growth, campus technology training, academic achievement, attendance and connectivity. Staff Responsible for Monitoring: C & I, Chief Technology Officer, Instructional Software Specialists Title I: 2.4 Funding Sources: - 281 - ESSER II | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide internal support at every campus to refine utilization of Google Workspace (SP 4.2.2) Strategy's Expected Result/Impact: Increased video usage i.e. (Edpuzzle, Screencastify, Kami) and storage utilization for students and staff measured by Google Workspace reports. Enhanced individual learning plans (TTESS). Staff Responsible for Monitoring: Instructional Software Specialists, Chief Technology Officer, Campus Tech Reps | Formative | | |
| | Nov | Feb | Apr |
| |  | | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 4: Provide a centralized online resource that contains lessons to assist struggling teachers master online learning tools. (SP 4.2.1.3) Strategy's Expected Result/Impact: An expanded repository of of how-to videos, guides and strategies for self-paced training and support. Staff Responsible for Monitoring: Instructional Software Specialists, Chief Technology Officer, Webmaster Funding Sources: Laptops for teachers and campus staff - 255 - Title II, Part A | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 8: Technology will be implemented and upgraded to increase effectiveness of student learning, instructional management, staff development, administration and security.

Performance Objective 3: Utilize technology to increase efficiency with administrative tasks and support staff functions by 10% by June 2023.






Evaluation Data Sources: Data usage reports from Admin Console.

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Use cloud based applications such as Google Drive to increase staff productivity. Strategy's Expected Result/Impact: Increased data migration to Google Workspace. Staff Responsible for Monitoring: Chief Technology Officer, Instructional Software Specialists, Network Services Coordinator, Funding Sources: laptops for teachers and campus staff - 255 - Title II, Part A | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| Strategy 2 Details | Formative Reviews | | |
| 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. Strategy's Expected Result/Impact: Increase form flow effectiveness and improve health and safety procedures Staff Responsible for Monitoring: Chief Data Analyst, Chief Financial Officer, Chief Technology officer Funding Sources: - 281 - ESSER II | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 8: Technology will be implemented and upgraded to increase effectiveness of student learning, instructional management, staff development, administration and security.

Performance Objective 4: The district will increase, by 20%, our implementation of an educational technology ecosystem. This system will be actively updated and monitored to evaluate and adapt to the evolving needs of the Sharyland ISD technology infrastructure. (SP 4.1.1)

Evaluation Data Sources: District Needs Assessment, reviews, surveys.

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 1: Create a comprehensive technology hardware and software replacement plan that addresses safety, security and program updates (SP 4.1.1.4). 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. Staff Responsible for Monitoring: Chief Technology Officer, Computer Services Coordinator, Network Services Coordinator Title I: 2.4, 2.6 Funding Sources: - 281 - ESSER II | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Goal 8: Technology will be implemented and upgraded to increase effectiveness of student learning, instructional management, staff development, administration and security.

Performance Objective 5: The district will implement technology tools and quality, sustained staff development opportunities to ensure that 100% of our staff is comfortable and confident with both synchronous and asynchronous instruction throughout 2022-2023 school year.

Evaluation Data Sources: Evaluated based on our District Strategic Plan and Little SIS Usage Reports, Pearson, HMH and content specialist reports.

Goal 8: Technology will be implemented and upgraded to increase effectiveness of student learning, instructional management, staff development, administration and security.

Performance Objective 6: Increase access to technology tools by 20% to support and sustain concurrent instruction and virtual professional development by June 2023.

Evaluation Data Sources: Eduphoria Workshop reports, online platform reports, student attendance and connectivity reports, usage reports

Goal 8: Technology will be implemented and upgraded to increase effectiveness of student learning, instructional management, staff development, administration and security.






Performance Objective 7: Utilize technology to increase efficiency with administrative tasks and support staff functions by 10% by June 2023.

Evaluation Data Sources: Data usage reports from Admin Console.

Goal 8: Technology will be implemented and upgraded to increase effectiveness of student learning, instructional management, staff development, administration and security.

Performance Objective 8: The district will increase, by 20%, our implementation of an educational technology ecosystem. This system will be actively updated and monitored to evaluate and adapt to the evolving needs of the Sharyland ISD technology infrastructure. (SP 4.1.1)

Evaluation Data Sources: District Needs Assessment, reviews, surveys.

| Strategy 1 Details | Formative Reviews | | |
|--|---|-----|-----|
| Strategy 1: 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 Funding Sources: - 281 - ESSER II - \$38,000 | Formative | | |
| | Nov | Feb | Apr |
| |  | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for District Improvement Plan

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------------|--------------------------------|------------|
| Domingo Galvan | Drop out Prevention Specialist | 1 |
| Jennifer Shea Marquez | SCE Specialist | 1 |
| Maria Guadalupe Salinas | Teacher/ACC Ed. | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------------------|--------------------------------|-----------------------|------------|
| Alejandra Clark | Community Liaison | Sharyland North | 100% |
| Amy Solis | Teacher Aide Science Lab | Garza | 100% |
| Ann Montalvo | Intervention Teacher | Jensen | 100% |
| Araceli Venegas | Teacher Aide PK | Garza | 100% |
| Aracelia Jaime | Teacher Aide Reading. lab | Garza | 100% |
| Brenda Balderas | Intervention Teacher | Garza | 100% |
| Carmen Rodriguez | Federal Counselor | Jensen | 100% |
| Clariza Rivera | Federal Counselor | BL Gray | 100% |
| Debra Cross | Intervention Teacher | Sharyland North | 100% |
| Dora Alicia Gonzalez | Community Liaison | Jensen | 100% |
| Erika Gonzalez | Federal Counselor | Wernecke | 100% |
| Eunice Garcia | Parental Engagement Specialist | Adm Annex | 100% |
| Geneva Bermudez | Federal Counselor | Bentsen | 100% |
| Josefina Granados | Teacher Aide Reading. Lab | Shary | 100% |
| Julia Ann Gillard-Overstreet | Intervention Teacher | BL Gray | 100% |
| Karina Valdes | Federal Counselor | Sharyland High School | 100% |
| Lilia I. Hernandez | Teacher Aide K | Shary | 100% |
| Lisa Garza | Community Liaison | Wernecke | 100% |
| Lydia Huerta | Teacher Aide Reading. Lab | Bentsen | 100% |
| Maresyl G. Castillo | Teacher Aide Reading. Lab | Jensen | 100% |
| Maria Avila | Federal Counselor | Martinez | 100% |
| Maria Del Carmen Munson | Community Liaison | Pioneer High School | 100% |
| Maribel Morales | Library Aide | Pioneer High School | 100% |
| Mayra Garcia | Federal Counselor | Pioneer High School | 100% |
| Melba Garza | Teacher Aide Reading. Lab | Wernecke | 100% |
| Mercedes Garcia | Federal Programs Clerk | Pioneer High School | 100% |
| Monica Valdez | Teacher Aide PK | Jensen | 100% |
| Norma Irene Hull | Teacher Aide PK | Bentsen | 100% |

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------------|----------------------------|-----------------------|------------|
| Norma Salazar | Federal Counselor | Sharyland North | 100% |
| Rosa Isela Rodriguez | Federal Programs Secretary | Adm Annex | 100% |
| Samantha Garcia | Community Liaison | Sharyland High School | 100% |
| Sandra Daniela Trevino | Teacher Aide PK | Martinez | 100% |
| Sulema Ramirez | Federal Programs Clerk | Sharyland High School | 100% |
| Susana Olvera | Teacher Aide Reading, Lab | Martinez | 100% |
| Vanessa Avina | Teacher Aide PK | Hinojosa | 100% |
| Veronica Gamboa | Federal Counselor | Garza | 100% |
| Virginia Pena | Library Aide | Sharyland High School | 100% |

District Funding Summary

| 191 - State High School Allotment | | | | | |
|-----------------------------------|-----------|----------|---|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 6 | 1 | 10 | STAAR Tutorial Classes | | \$0.00 |
| 6 | 2 | 1 | Class Offered, Program Purchase | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 199 - General Funds | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 3 | Light snacks for parent meeting | | \$0.00 |
| 1 | 2 | 5 | Light snacks for parent meetings | | \$0.00 |
| 1 | 3 | 2 | Drug Awareness Instructional Materials | | \$0.00 |
| 1 | 3 | 2 | Light snacks for parent meetings | | \$0.00 |
| 2 | 2 | 10 | | | \$0.00 |
| 3 | 1 | 7 | | | \$0.00 |
| 4 | 1 | 1 | Strategic Plan | | \$0.00 |
| 4 | 4 | 6 | STC Tuition | | \$0.00 |
| 4 | 4 | 12 | | | \$0.00 |
| 4 | 4 | 14 | | | \$0.00 |
| 4 | 4 | 16 | | | \$0.00 |
| 5 | 1 | 2 | HR Department, Principals, and Teachers | | \$0.00 |
| 5 | 1 | 3 | Calendar, District Website, Risk Manager, Technology Department, and C & I Department | | \$0.00 |
| 5 | 1 | 4 | Calendar of Activities, and C & I Department | | \$0.00 |
| 5 | 1 | 6 | Stipend for mentor teachers | | \$0.00 |
| 5 | 2 | 1 | Selection Committees, Local Businesses, and Education Foundation | | \$0.00 |
| 5 | 2 | 2 | Aware, Skyward, Forethought, PEIMS Data, and Staff Development | | \$0.00 |
| 5 | 2 | 3 | Board-approved Stipend Amount, Salary and Stipend Booklet, and Stipend Schedule | | \$0.00 |
| 5 | 2 | 4 | District Policies, District Calendar, and TEA Resources | | \$0.00 |
| 5 | 2 | 9 | Region One, and TExES Reviews | | \$0.00 |
| 6 | 1 | 2 | Consultants Materials/Resources, Eduphoria, Walk Through forms | | \$0.00 |

| 199 - General Funds | | | | | |
|----------------------------|-----------|----------|---|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 6 | 1 | 7 | Intervention Programs, tutoring | | \$0.00 |
| 6 | 1 | 10 | STAAR Tutorial Classes | | \$0.00 |
| 6 | 1 | 11 | | | \$0.00 |
| 6 | 1 | 15 | OEYP | | \$0.00 |
| 6 | 1 | 16 | | | \$0.00 |
| 7 | 4 | 1 | HB 1041, HB 2186, Team Leadership, -Rattlers Guiding Rattlers, Children Advocacy Centers, Child Protective Services, Sharyland ISD Student/Parent Handbook, Outside Resources | | \$0.00 |
| 7 | 5 | 2 | District's Calendar of Events, Sharyland ISD Parent/Student Handbook | | \$0.00 |
| 8 | 1 | 1 | District Software Licenses | | \$80,000.00 |
| 8 | 1 | 1 | District and Campus Improvement Plan Software | | \$8,000.00 |
| Sub-Total | | | | | \$88,000.00 |
| 199 - PIC 22 State CTE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 2 | 10 | | | \$0.00 |
| 4 | 4 | 10 | | | \$0.00 |
| 4 | 4 | 11 | | | \$0.00 |
| 4 | 4 | 12 | | | \$0.00 |
| 4 | 4 | 13 | | | \$0.00 |
| 4 | 4 | 15 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 199 - PIC 24 State Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 2 | 2 | Stemscopes | | \$29,345.00 |
| 2 | 2 | 3 | Supplemental material/Math Warm Ups for SCE students | | \$4,230.00 |
| 2 | 2 | 11 | Science Acceleration Materials for SCE Students | | \$3,349.00 |
| 3 | 1 | 2 | Edmentum | | \$48,289.00 |
| 4 | 1 | 6 | Read 180 Professional Learning | | \$6,750.00 |
| 8 | 1 | 1 | EOC Test preparations Software/Additional licenses | | \$8,400.00 |
| 8 | 1 | 1 | IXL Math and ELA Site license | | \$9,300.00 |

| 199 - PIC 24 State Comp Ed | | | | | |
|------------------------------|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 8 | 1 | 1 | IXL Site license | | \$78,400.00 |
| 8 | 1 | 1 | Sirius Education/EOC Test Preparation Software license | | \$81,192.00 |
| 8 | 1 | 1 | Progress Learning Instructional software license PK-5 | | \$45,760.00 |
| Sub-Total | | | | | \$315,015.00 |
| 199 - PIC 25 State Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 2 | 1 | Summer School and Tutoring | | \$0.00 |
| 2 | 2 | 11 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Translation Services | | \$8,000.00 |
| 1 | 2 | 8 | Headphones, books, etc. | | \$0.00 |
| 2 | 2 | 2 | | | \$0.00 |
| 2 | 2 | 3 | | | \$0.00 |
| 2 | 5 | 5 | | | \$0.00 |
| 2 | 5 | 6 | | | \$0.00 |
| 2 | 5 | 7 | | | \$0.00 |
| 2 | 5 | 10 | | | \$0.00 |
| 2 | 5 | 11 | | | \$0.00 |
| 2 | 5 | 13 | | | \$0.00 |
| 2 | 5 | 15 | | | \$0.00 |
| 2 | 5 | 16 | materials and food | | \$0.00 |
| 8 | 1 | 1 | Kami Renewal | | \$0.00 |
| 8 | 1 | 7 | | | \$0.00 |
| Sub-Total | | | | | \$8,000.00 |
| 212 - Title 1, Part C | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 5 | 3 | | | \$0.00 |
| 2 | 5 | 4 | | | \$0.00 |

| 212 - Title 1, Part C | | | | | |
|----------------------------------|-----------|----------|--|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 5 | 6 | | | \$0.00 |
| 2 | 5 | 10 | | | \$0.00 |
| 2 | 5 | 11 | | | \$0.00 |
| 2 | 5 | 15 | | | \$0.00 |
| 2 | 5 | 16 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 224 - IDEA, Part B - Formula | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 2 | 1 | Summer School | | \$0.00 |
| 2 | 2 | 11 | Specialized consultants and staff | | \$0.00 |
| 5 | 2 | 2 | Aware, Skyward, Forethought, PEIMS Data, and Staff Development | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 244 - Perkins Career & Technical | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 4 | 9 | | | \$0.00 |
| 4 | 4 | 11 | | | \$0.00 |
| 4 | 4 | 16 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 255 - Title II, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 3 | 1 | | | \$0.00 |
| 6 | 1 | 1 | Staff Development | | \$0.00 |
| 8 | 2 | 4 | Laptops for teachers and campus staff | | \$0.00 |
| 8 | 3 | 1 | laptops for teachers and campus staff | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 263 - Title III, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 13 | Title III | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

| 265 - Title IV, Part A | | | | | |
|------------------------|-----------|----------|--|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 10 | | | \$0.00 |
| 7 | 2 | 1 | Team Matrix Model -Tuesday Night, Counseling Session Teen Intervene Program "Rattlers Choose to Care", SHAC, Red Ribbon Activities-Random drug testing policy, Rattlers Guiding Rattlers Striking News | | \$0.00 |
| 7 | 4 | 1 | HB 1041, HB 2186, Team Leadership, -Rattlers Guiding Rattlers, Children Advocacy Centers, Child Protective Services, Sharyland ISD Student/Parent Handbook, Outside Resources | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 289 - Title IV | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 2 | 7 | Retention Stipend for All Employees | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 282 - ESSER III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 2 | 2 | | | \$0.00 |
| 2 | 2 | 3 | | | \$0.00 |
| 2 | 2 | 11 | | | \$0.00 |
| 4 | 4 | 4 | TSIA teacher materials with professional development | | \$0.00 |
| 5 | 2 | 12 | | | \$0.00 |
| 5 | 2 | 13 | Instructional Coaching PD and Books | | \$0.00 |
| 7 | 1 | 3 | | | \$0.00 |
| 7 | 1 | 7 | | | \$0.00 |
| 7 | 9 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 281 - ESSER II | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 7 | 3 | 2 | | | \$0.00 |
| 7 | 9 | 1 | working stations for additional staff, additional tables to reduce number of people at each table | | \$0.00 |
| 7 | 9 | 2 | | | \$0.00 |
| 7 | 9 | 3 | | | \$0.00 |

| 281 - ESSER II | | | | | |
|----------------|-----------|----------|------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 8 | 2 | 2 | | | \$0.00 |
| 8 | 3 | 2 | | | \$0.00 |
| 8 | 4 | 1 | | | \$0.00 |
| 8 | 8 | 1 | | | \$38,000.00 |
| Sub-Total | | | | | \$38,000.00 |