

**Sharyland Independent School District**  
**Sharyland High School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

*The mission of Sharyland High School is to provide a positive environment for learning, to encourage students to work to their full potential, and to expect each to succeed.*

## Vision

*At Sharyland High School, we are focused on providing a rigorous and relevant curriculum that will prepare students to become critical and creative problem solvers. We believe that high expectations and a confident self-image positively influence student success.*

*As advocates for our students, we value the importance of affirming diversity and promoting positive social development for all. We pledge to provide a supportive, non-threatening environment where all students feel safe and strive for excellence.*

*As educators, we are dedicated to prepare all graduates to be independent and motivated life-long learners who are college ready. We will prepare our students to embrace technological change and be equipped to thrive in the 21st Century workforce.*

*Because communication between all stakeholders is fundamental, we understand the significance of building partnerships with parents, staff, and our community to ensure the success of our students.*

*United and working as "one", we aim to inspire our student body to surpass their own expectations. Provided the tools of education, we will enable them to welcome change and positively impact a greater society.*

## Nondiscrimination Notice

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Sharyland is a large community in the Lower Rio Grande Valley situated between the cities of Mission and McAllen. Before the 19th century, the area where Sharyland now stands was sparsely populated with ranching families, most of Mexican descent. However, by the late 19th century and early 20th century “Anglo” land developers took an interest in many of the lands along the Rio Grande. One such developer was John H. Shary, a native of Nebraska who visited the Rio Grande Valley in 1912. Shary saw the potential for farming and citrus production and within a short time purchased thousands of acres of land which he named Sharyland. Sharyland attracted farmers from the North and Midwest and became known for its citrus production. Sharyland was also John Shary’s home until his death in 1945.

Sharyland Independent School District is named in honor of John H. Shary who was president of the district's first board of trustees. Created in 1921, this twenty-six square-mile school district is located in Hidalgo County. The district is committed to providing the highest quality education possible for all students.

### Sharyland High School Demographics for 2022-2023

Attendance: 98.7%

Counts by Ethnicity	All Students
Hispanic/Latino	1437
American Indian/Alaska	3
Asian	41
Black/African American	9
Hawaiian or Other Pacific	2
White	45
Two or More Races	6

Student Population	Count	Percent
Total Students	1540	100%
Gifted & Talented	163	11%
English as a Second Language	373	24%
Special Education	88	6%
Free/Reduced Lunch	826	54%
Migrant	2	.1%
Military Connected	8	.5%
Individual Graduate Committee	17	1%
Homeless/Unaccompanied Youth	15	1%

There are a total of 13 employees that are New or New to the Position for 2022-2023.

### **Demographics Strengths**

- We have a unique population with a high number of students being served in the ESL Program, however, these students are high performing on TELPAS and STAAR.
- Diverse population with high success ratings.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** GT Population goes untraced allowing students to not take high level classes. **Root Cause:** GT students are not tracked once they are in HS. This allows them to not stay in high level courses.

# Student Learning

## Student Learning Summary

Due to COVID SHS was not Rated and Designation of Distictions were not awarded for 2020-2021.

Student Achievement	Raw Component Historical				2022			
	2018	2019	2020	2021	Raw	Scale	Weight	Rating
STAAR Performance	62	64		52	57	86	40%	91
College, Career and Military Readiness (2018-2020 Rules)	76	82	89					
% Military Enlistment	2	1	2	<- Hand enter from 2020 CCMR Accountability Data Report*				
% CTE Coherent Sequence	1	10	7					
College, Career and Military Readiness (2021 Rules) **	73	71	80	79	79	95	40%	
Graduation Rate	98.3	98.8	98.7	99.0	99.5	95	20%	

School Progress	Raw Component Historical				2022		
	2018	2019	2020	2021	Raw	Scale	Rating
Academic Growth	70	75			78	88	90
Relative Performance (STAAR Performance and CCMR)	69	73		66	68	90	
Relative Performance (% EcoDis)	46.8%	58.8%		50.20%	52.50%	Higher of the two	

Closing the Gaps	% of Indicators Met				2022			
	2018	2019	2020	2021	%Met	Weight	Score	Rating
Academic Achievement Status	100%	93%		46%	100%	50	50	98
Growth Status (Not Used for HS)	75%	100%			100%			
Graduation Status	100%	100%		100%	80%	10	8	
English Language Proficiency Status	100%	0%		100%	100%	10	10	
Student Success Status (STAAR Performance-Not for HS)	100%	100%		89%	89%			
School Quality Status (CCMR)	86%	100%		100%	100%	30	30	

<b>Distinction Summary Indicators</b>	<b>Indicator Score Numerator</b>	<b>Indicator Score Denominator</b>	<b>Score</b>	<b>Quartile 1 Minimum Score</b>	<b>Quartile</b>
Attendance Rate	258,695.0	261,999.0	98.7	95.9	Q1
Accelerated Student Progress in ELA/Reading	6	324	2	2	Q1
Accelerated Student Progress in Mathematics	59	147	40	24	Q1
Algebra I Performance (Masters Grade Level)	93	348	27	19	Q1
English I Performance (Masters Grade Level)	54	426	13	9	Q1
English II Performance (Masters Grade Level)	57	443	13	9	Q1
EOC Biology Performance (Masters Grade Level)	97	403	24	22	Q1
EOC U.S. History Performance (Masters Grade Level)	174	431	40	47	Q2
SAT/ACT Results for Accelerated Testers in Mathematics (Masters Grade Level)	9	52	17	10.5	Q1
AP/IB Examination Participation: ELA	73	759	9.6	12.6	Q3
AP/IB Examination Participation: Mathematics	44	759	5.8	6.4	Q2
AP/IB Examination Participation: Science	86	759	11.3	10	Q1
AP/IB Examination Participation: Social Studies	71	759	9.4	10.9	Q2
AP/IB Examination Participation: Any Subject	185	759	24.4	23.6	Q1
AP/IB Examination Results (Examinees >= Criterion): ELA	43	73	58.9	44.8	Q1
AP/IB Examination Results (Examinees >= Criterion): Mathematics	16	44	36.4	52.9	Q3
AP/IB Examination Results (Examinees >= Criterion): Science	41	86	47.7	42.9	Q1
AP/IB Examination Results (Examinees >= Criterion): Social Studies	40	71	56.3	57.5	Q2
SAT/ACT Participation	163	389	42	97	Q4
Average SAT Score: Evidence-Based Reading and Writing (EBRW)	n/a	124	547	517	Q1
Average SAT Score: Mathematics	n/a	124	550	509	Q1
Average ACT Score: ELA	n/a	90	21.2	22.2	Q2
Average ACT Score: Mathematics	n/a	90	22.2	22.3	Q2
Average ACT Score: Science	n/a	90	22.8	22.6	Q1
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	1,299	2,107	62	55	Q1
Four-Year Longitudinal Graduation Rate	379	386	98.2	97.4	Q1
Four-Year Longitudinal Graduation Plan Rate	356	379	93.9	94.9	Q2
TSI Criteria Graduates	163	389	41.9	48	Q2
College, Career, and Military Ready Graduates	307	389	79	68	Q1
Advanced/Dual-Credit Completion: ELA/Reading (9-12)	84	1,409	6	16.9	Q4
Advanced/Dual-Credit Completion: Mathematics (9-12)	425	1,430	29.7	20.5	Q1
Advanced/Dual-Credit Completion: Science (9-12)	480	1,464	32.8	26.9	Q1
Advanced/Dual-Credit Completion: Social Studies (9-12)	354	1,437	24.6	23.5	Q1

### **Student Learning Strengths**

- Maintained a high graduation rate
- Our students are College, Career, or Military Ready
- ESL students have continued to demonstrate growth in Language Acquisition
- Academies for all students
- Individualized student profiles for Retesters

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Students dropped significantly in college, career, and military readiness in 2021-2022 **Root Cause:** During 2021, students were not able to get as many opportunities to succeed in TSI, SAT/ACT, AP, or other pathways to earn a CCMR point.

# School Processes & Programs

## School Processes & Programs Summary

- Teachers are required to present one Social Emotional Learning Session per week and engage students.
- Meetings: Empower Hour, Leadership Team Meetings, Campus Leadership Team, Core Department Meetings, SBDM
- Block Scheduling offers flexibility and accelerated learning opportunities.
- Building momentum for school spirit and student engagement.
- Teachers are hired based on student needs, attend Professional Development on academic competencies and stay current on certifications.
- Professional Development encourages instructional leaders to present to colleagues and inform, persuade, and encourage personal development to transition to the classroom.
- Tracking occurs through data analysis and strive.
- We offer programs to include all demographics and learning styles to help encourage highly successful students upon graduation.

## School Processes & Programs Strengths

- Implementation of Character Strong program as our Social Emotional Learning Initiative.
- Intentional meetings with teachers to bring awareness to social emotional issues and mental health.
- Strategically planning teacher incentives and celebrations periodically throughout the school year.
- Well rounded course selection to include opportunities to encourage growth and leadership potential.
- Creating a safe and supportive atmosphere for all students, staff, and the community.
- Procedures encourage staff accountability through lesson plans, professional development and collaboration.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Find the balance between high teacher expectations and students' social-emotional well being. **Root Cause:** Students' stamina has decreased due to the COVID slide.

# Perceptions

## Perceptions Summary

Our school's core values include: Pride, Excellence, Respect, Leadership, Responsibility. This year our focus to on emphasizing our core values and implement activities focused on pride, student involvement, and parent and community involvement.

## Perceptions Strengths

- Class sponsor for each grade level that are focused on building activities.
- Collaborate vertically within the school to bring unity and school spirit.
- Build community partnerships.
- Provide presentations on customs and traditions.
- Build social-emotional supportive environment to aid students in their post-pandemic recovery.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Disconnect with parents and the community **Root Cause:** Online meetings and online meet the teacher night have created distance.

**Problem Statement 2:** We need to recruit a wide array of students into extra curricular organizations and campus life activities to build a diverse campus environment. **Root Cause:** Students have the pandemic disconnect and are not aware of the diverse opportunities.

# Priority Problem Statements

**Problem Statement 1:** Find the balance between high teacher expectations and students' social-emotional well being.

**Root Cause 1:** Students' stamina has decreased due to the COVID slide.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Disconnect with parents and the community

**Root Cause 2:** Online meetings and online meet the teacher might have created distance.

**Problem Statement 2 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 CCMR goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Class size averages by grade and subject

## Employee Data

- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**





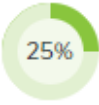
- Budgets/entitlements and expenditures data





# Goals






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






**Performance Objective 1:** The percentage of parents that will be informed and included in the decision making process to improve the quality of teaching and learning will increase from 90% to 95% by June 2023.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide parent-school communication in English and Spanish [other languages as needed]. <b>Strategy's Expected Result/Impact:</b> Parents receive communication in their language. <b>Staff Responsible for Monitoring:</b> Campus administration, Counselors, Parent Liaison  <b>Title I:</b> 4.1	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide parent orientation sessions such as Open House, Meet the Teacher Night, Curriculum Night. In addition, offer events where students can present their work, such as, poetry readings, art exhibits, etc. <b>Strategy's Expected Result/Impact:</b> Increased parent participation in school functions. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors  <b>Title I:</b> 4.2	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase parental awareness of instructional, extracurricular, and special programs. <b>Strategy's Expected Result/Impact:</b> Increased student participation in these programs. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Parent Liaison, Teachers	Formative		
	Nov	Feb	Apr
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase publicity through local media, newspapers, monthly calendars, website, newsletter, Skylert, Instagram, Twitter, Rattler Parent Connect newsletter. <b>Strategy's Expected Result/Impact:</b> Increased awareness of the activities going on at campus. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, Teachers, Coaches, Club Sponsors, Class Sponsors, Librarian	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide campus based Title I informational meeting by the end of October. <b>Strategy's Expected Result/Impact:</b> Increase parent input in school decisions. <b>Staff Responsible for Monitoring:</b> Principal, Federal Program Director, Parental Engagement Coordinator  <b>Title I:</b> 4.1	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Maintain a dynamic SHS website and consistently update individual teacher websites each semester. Teacher websites should include class syllabus. <b>Strategy's Expected Result/Impact:</b> Increased awareness of the activities going on at campus through media. <b>Staff Responsible for Monitoring:</b> Head Librarian, Campus Technology Reps., Dept. Chairs, Counselors, Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Utilize Sharyland ISD App and Remind to communicate with students, parents, staff and the community. <b>Strategy's Expected Result/Impact:</b> Increase communication methods. <b>Staff Responsible for Monitoring:</b> Technology Director, Webmaster, Administrators,	Formative		
	Nov	Feb	Apr
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Coordinate transition opportunities from Jr. High in the Spring for students entering in the following Fall. <b>Strategy's Expected Result/Impact:</b> Increase readiness skills for transition to the next grade level. <b>Staff Responsible for Monitoring:</b> Principals, Counselors, Community Liaison, Federal Programs Department	Formative		
	Nov	Feb	Apr
			

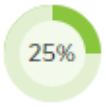
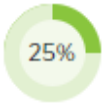
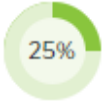




Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Increase family access awareness to skyward to monitor student progress, schedules, and attendance. <b>Strategy's Expected Result/Impact:</b> Parents will receive immediate information on their students grades and attendance. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, Teachers, Librarian	Formative		
	Nov	Feb	Apr
			
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Increase parental awareness regarding House Bill 5/Graduation Requirements. <b>Strategy's Expected Result/Impact:</b> Higher graduation rates. <b>Staff Responsible for Monitoring:</b> Counselor(s), High School Principal, Teachers, CTE Counselor	Formative		
	Nov	Feb	Apr
			
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Inform junior high and high school parents about higher education admissions, financial aid opportunities (including the TEXAS grant program) and sources for further information. <b>Strategy's Expected Result/Impact:</b> Increased participation and knowledge of financial aid opportunities and admission into higher education organizations. Simplify to parents how college can be obtainable. <b>Staff Responsible for Monitoring:</b> Principals, Counselors, Federal Programs Department	Formative		
	Nov	Feb	Apr
			
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Provide access to the CIP in a language that parent understand. <b>Strategy's Expected Result/Impact:</b> Increase accessibility to the CIP and information (front office and website) <b>Staff Responsible for Monitoring:</b> Principal, Community Liaison	Formative		
	Nov	Feb	Apr
			
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Offer parenting workshops/trainings such as Parent Engagement Presentations, surveys on High School credits, and State Testing. Provide recorded informational videos that parents may refer to. <b>Strategy's Expected Result/Impact:</b> Parents will be included as partners in students education. <b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison	Formative		
	Nov	Feb	Apr
			

Strategy 14 Details	Formative Reviews		
<b>Strategy 14:</b> Sharyland Parent Teacher Student Organization to participate in decision making and activity planning. <b>Strategy's Expected Result/Impact:</b> Include various stakeholders in the decision making process. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
			
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**Goal 1:** Parents will be full partners in the education of their children.

**Performance Objective 2:** Parental engagement will increase from 10% to 15% by June 2023.







**Evaluation Data Sources:** Sign-in Sheets, Agendas, Parent survey, participation logs, attendance rosters, meeting minutes

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase parental awareness in all instructional, extracurricular, and special programs through Open House and Rattler Parent Connect meetings in the fall and spring using Skylert, SHS Twitter, HS Calendar Tab. Flyers will be distributed at Summer Registration with all dates of monthly parent meetings, open house, or meet the teacher nights. <b>Strategy's Expected Result/Impact:</b> Increase parental engagement in school activities. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Parental Engagement Specialist, Librarian, Librarian aide.  <b>Title I:</b> 4.1	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Include a parent representative of a special population student in the District Education Improvement Committee (DEIC). <b>Strategy's Expected Result/Impact:</b> To have input on decisions made for special population students. <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Offer informational meetings for parents of ELL and special education students to review/discuss testing state testing requirements, support services available to help students succeed on state mandated exams. <b>Strategy's Expected Result/Impact:</b> Parents will be informed about state testing requirements and support services available. Percentage of targeted populations meeting the approaches/meets/masters level of performance will increase. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, ESL Strategist, Special Education teachers  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 191 - State High School Allotment	Formative		
	Nov	Feb	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

**Performance Objective 3:** The percentage of parents aware of the values and ethics within the campus and community will increase from 20% to 40% by June 2023.

**Evaluation Data Sources:** Sign-in sheets, agendas, parent survey.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Present an awareness program for parents that is supportive at the campus level to explain the various aspects of digital citizenship. (SP 3.1.1) <b>Strategy's Expected Result/Impact:</b> Increase awareness of digital citizenship. <b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator, Instructional Software Specialist, Campus Administrative team	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Ensure that the district's sense of purpose, social integrity, and behavior expectations are shared by families and community by promoting Sharyland High School Core Values through parent meetings, information sent home, and social media. <b>Strategy's Expected Result/Impact:</b> Increase parents awareness of the district's sense of purpose, social integrity and behavior expectations. <b>Staff Responsible for Monitoring:</b> Parent Engagement Coordinator, Campus Administrative Team	Formative		
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			






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

**Performance Objective 1:** Increase average attendance rate from 98.7% to 99% by June 2023.

**High Priority**

**Evaluation Data Sources:** Reports, Agendas and logs

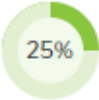



Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide mail out to all parents regarding attendance policy and procedures: Parent Connect Newsletter, Attendance Warning Letters, Monthly Parent Connect meetings. <b>Strategy's Expected Result/Impact:</b> Increased Attendance. <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Principal, Administrators, Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct follow-up on questionable absences by conducting home visits or requesting parent conferences anytime a student is absent 4 or more consecutive days. <b>Strategy's Expected Result/Impact:</b> Increased attendance. <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Counselor(s), Principal, Truant Officer	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue to utilize Community Liaison to make parent contact with students who are absent before 10 A.M. and the skylert program to report absences on a daily basis. <b>Strategy's Expected Result/Impact:</b> Increased attendance. <b>Staff Responsible for Monitoring:</b> Administrators, Parent Liaison	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Instruct Faculty to submit referrals on students with 4+ absences to administration. <b>Strategy's Expected Result/Impact:</b> Increased attendance. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Attendance Clerk	Formative		
	Nov	Feb	Apr
			


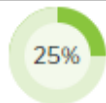







Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Continue incentive programs at campus level to promote student attendance and achieve attendance targets. <b>Strategy's Expected Result/Impact:</b> Increased attendance. <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers	Formative		
	Nov	Feb	Apr
	 0%		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			


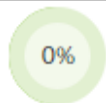




**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 2:** Increase differentiation by at least 5% for all student groups not achieving their full potential by June 2023.

**Evaluation Data Sources:** Enrollment records, completed projects, retention rates, participation logs, Professional Development rosters in differentiated instruction, lesson plans, Class rosters

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to promote and provide rigorous secondary curriculum course offerings such as Honors, AP, and DE. <b>Strategy's Expected Result/Impact:</b> Course participation <b>Staff Responsible for Monitoring:</b> Principal, Dean, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide varied supplemental web-based resources (IXL, Sirius) to aid in mastery of EOC tests in Reading, Math, Science, and Social Studies. <b>Strategy's Expected Result/Impact:</b> Increased EOC scores. <b>Staff Responsible for Monitoring:</b> Principal, Dean, Special Ed department, ESL strategist  <b>Funding Sources:</b> - 191 - State High School Allotment, - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Implement a campus-wide RTI program to support students who are struggling academically. <b>Strategy's Expected Result/Impact:</b> RTI Packets <b>Staff Responsible for Monitoring:</b> Special Programs Coordinator, Campus RTI Coordinator	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Monitor reading, speaking, writing, listening in all content areas utilizing the ELPS with a specific focus on Speaking Domain. Teachers will use instructional strategies and resources to target ELPS. <b>Strategy's Expected Result/Impact:</b> Increased language and academic proficiency level gains <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, ESL Strategist, Instructional Coaches  <b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> - 263 - Title III, Part A	Formative		
	Nov	Feb	Apr
			


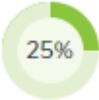






Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Monitor graduation plans and state testing requirements of ELL's and special education students to ensure continued academic support. <b>Strategy's Expected Result/Impact:</b> Increased graduation rate. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, ARD Committee, Special Ed, LPAC	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Continue to sustain and build the engineering programs. <b>Strategy's Expected Result/Impact:</b> Increased participation; focus on underrepresented groups <b>Staff Responsible for Monitoring:</b> High School Principal, CTE Director, CTE Counselor  <b>Title I:</b> 2.5	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Provide opportunities for parents and teachers to participate in the review of district data to develop a comprehensive needs assessment. <b>Strategy's Expected Result/Impact:</b> Increased Participation <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum and Instruction, Directors	Formative		
	Nov	Feb	Apr
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Offer summer remediation, enrichment, and/or acceleration programs for special populations, such as, Language Academy, Migrant Summer Enrichment. <b>Strategy's Expected Result/Impact:</b> Students will earn credits needed towards graduation. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Monitoring Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Provide supplemental accelerated instruction (before or after school) to students at risk of not meeting state academic standards according to HB 4545. <b>Strategy's Expected Result/Impact:</b> All students will meet or surpass state academic standards. <b>Staff Responsible for Monitoring:</b> Principal, Dean, and EOC Teachers.	Formative		
	Nov	Feb	Apr
			

Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Provide specific services, resources, and supplies to implement intended program requirements and meet students' individualized needs, such as, Summit K12. <b>Strategy's Expected Result/Impact:</b> Utilize material that will target special population needs and close learning gaps. <b>Staff Responsible for Monitoring:</b> Dean, ESL Strategist, Special Ed. Department Head	Formative		
	Nov	Feb	Apr
			
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Professional development opportunities for teachers on identification of dyslexia and instructional strategies to implement in the classroom. Provide students with multiple forms of literature. <b>Strategy's Expected Result/Impact:</b> Improve student literacy including reading proficiency and fluency. <b>Staff Responsible for Monitoring:</b> Principal, Dean, Counselors	Formative		
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 3:** The percent of students passing AP exams will increase from 57% to 71% by June 2023.







**Evaluation Data Sources:** AP Score reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase dual enrollment course offerings through STC. <b>Strategy's Expected Result/Impact:</b> Increased participation and completion. <b>Staff Responsible for Monitoring:</b> Principal, Dean, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize criteria and AP Potential reports to establish a recruitment process and encourage each student to take a least one Honors class during high school. <b>Strategy's Expected Result/Impact:</b> Increase in AP Performance & Participation <b>Staff Responsible for Monitoring:</b> Principal, Dean, Counselors, Honors Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide resources to assist teachers with AP courses to provide rigorous material. Provide teachers with appropriate training for AP teachers at least once every two years. <b>Strategy's Expected Result/Impact:</b> Increase in AP Performance & Participation <b>Staff Responsible for Monitoring:</b> High School Principal, Dean of Instruction  <b>Funding Sources:</b> - 191 - State High School Allotment, - 397 - AP Funds, English Lang AP workbooks - 199 - General Funds - PIC 31, ELA AP resources - 199 - General Funds - PIC 31	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide teachers with training on using and implementing AP classroom with all students testing in AP. <b>Strategy's Expected Result/Impact:</b> Students will be exposed to an aligned curriculum with AP preparation materials. <b>Staff Responsible for Monitoring:</b> Dean	Formative		
	Nov	Feb	Apr
			
<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:** The percentage of students graduating under the Foundation Plan with Endorsement will increase from 96% to 98% by June 2023.



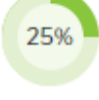

**Evaluation Data Sources:** Transcripts, Fall PEIMS reports

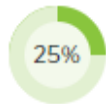

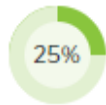
Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to encourage students to obtain Foundation Plan with Endorsement recognition and select endorsements appropriate to career interest. <b>Strategy's Expected Result/Impact:</b> Increased gradation rates. <b>Staff Responsible for Monitoring:</b> Counselor(s), High School Principal	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Counselors will continue to conduct yearly sessions with students beginning their freshmen year in regards to endorsement and class selection. <b>Strategy's Expected Result/Impact:</b> 100% of students with selected endorsements <b>Staff Responsible for Monitoring:</b> Counselors	Formative		
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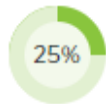
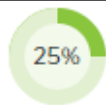
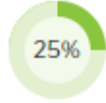




**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 5:** Provide supplemental, evidence-based academic opportunities, as well as social and emotional support for 100% of migrant and homeless, EB students throughout the school year.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Offer alternative methods for credit accrual and recovery by providing multiple opportunities, such as PASS Learning, Intentional Distance Learning, Plato, credit by exam, and credit recovery in grades 9th - 12th. <b>Strategy's Expected Result/Impact:</b> Successful course completion <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Principals, Academic and Migrant Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide academic support and college experience opportunities for high school migrant students. Encourage post-secondary enrollment through G-Force. <b>Strategy's Expected Result/Impact:</b> Program completion, high school college credits, college readiness <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Principal, Academic Counselors, Migrant Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide social and emotional support services for migrant families, Homeless and Title I students to support social-emotional well-being and academic achievement. <b>Strategy's Expected Result/Impact:</b> PFS Reports, Family Needs Assessment, Sign-in Sheets; Comprehensive Needs Assessment, homeless identification <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Principal, Migrant NGS Clerk, Academic Counselors, Migrant Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide "above and beyond" educational experiences to enhance learning potential, such as, creative and design contests. <b>Strategy's Expected Result/Impact:</b> Participation log/lesson plan, pre- and post activities <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Principal, Migrant NGS Clerk, Academic Counselors, Migrant Counselors, Librarian	Formative		
	Nov	Feb	Apr
			









Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Increase recruiting efforts to identify new migrant families. <b>Strategy's Expected Result/Impact:</b> Migrant Family Surveys COEs & NGS Reports, MSIX Reports; Comprehensive Needs Assessment <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Principal Migrant NGS Clerk, Academic Counselors, Migrant Counselors, Migrant Recruiters	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide training and support to migrant students on how to effectively use resources and tools to increase success in Reading and Math. <b>Strategy's Expected Result/Impact:</b> Improved achievement scores, High School completion <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Academic Counselors, Migrant Counselors  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Provide Supplemental instruction, such as one-to-one tutoring, extended day tutoring and tutoring during the day. <b>Strategy's Expected Result/Impact:</b> Increase proficiency in state assessments <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Migrant Counselors, Academic Counselors	Formative		
	Nov	Feb	Apr
			

Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase number of credits <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Academic/Migrant Counselors  <b>Title I:</b> 2.4, 2.6	Formative		
	Nov	Feb	Apr
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Conduct a Migrant Extracurricular Club or leadership organization specific to migrant students designed to address problems related to migrant life, provide leadership opportunities and facilitate social engagement with the school community. <b>Strategy's Expected Result/Impact:</b> Improved leadership skills and social-emotional well-being. <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Migrant/Academic Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Conduct Migrant Parent meetings to provide information on academic success as well as community resources available. <b>Strategy's Expected Result/Impact:</b> Increase awareness and participation. <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Migrant Counselors, Parent Engagement Specialist	Formative		
	Nov	Feb	Apr
			
<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:** 100% percent of incoming freshman will be provided transitional opportunities from Jr. High to High school by September 2022.





**Evaluation Data Sources:** Attendance rosters

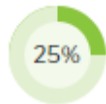
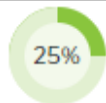
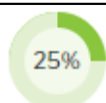
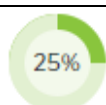
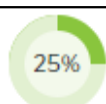
Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue 8th grade Orientation to high school to allow students the opportunity to become familiar with the high school campus, organizations, and expectations. <b>Strategy's Expected Result/Impact:</b> agenda, sign-in sheets <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Club sponsors	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct a Principal Welcome Session for 9th graders within the first 3 weeks of school to review campus expectations and high school overview. <b>Strategy's Expected Result/Impact:</b> Agenda, class rosters <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










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

**Performance Objective 1:** The percentage of high school completion rate will increase from to 99% to 100% by June 2023.

**Evaluation Data Sources:** Completion Rates

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Closely monitor student progress and graduation plan fulfillment at the end of each semester. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school or more than four years after entering 9th grade. <b>Strategy's Expected Result/Impact:</b> Monitoring student progress and graduation plan fulfillment every semester will ensure higher graduation rates. <b>Staff Responsible for Monitoring:</b> Campus Administrative Team, Counselors, Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to offer options to academically support at-risk students. <b>Strategy's Expected Result/Impact:</b> Staff will monitor and provide academic support to at-risk students. <b>Staff Responsible for Monitoring:</b> Campus At-Risk Team, Teachers, ESL Strategist  <b>Title I:</b> 2.6	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue the credit recovery program after school, incorporate into master schedule for at least one block each semester and offer credit by exams as needed. <b>Strategy's Expected Result/Impact:</b> Students in the credit recovery program will have the opportunity to finish the program and graduate. <b>Staff Responsible for Monitoring:</b> Counselor(s), Campus At-Risk Team  <b>Funding Sources:</b> - 191 - State High School Allotment	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue tracking students who have not returned to school from previous year and encourage re-enrollment. <b>Strategy's Expected Result/Impact:</b> Cohort List <b>Staff Responsible for Monitoring:</b> Campus At-Risk Team, PEIMS Clerk, Counselors	Formative		
	Nov	Feb	Apr
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> EB Counselor and ESL Strategist assist EB students with preparing for Credit by Exams (credit recovery). <b>Strategy's Expected Result/Impact:</b> Increased graduation rates for EB students. <b>Staff Responsible for Monitoring:</b> Campus At-Risk Team, Federal Program Director, ESL Strategist	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Sharyland High School will monitor the number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. <b>Strategy's Expected Result/Impact:</b> Monitor students through attendance records and provide students the opportunity for an alternative graduation plan. <b>Staff Responsible for Monitoring:</b> Drop Out Prevention Officer, Principals, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Utilize Drop Out Prevention Officer to assist with home visits. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of dropouts to less than 1% <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Nov	Feb	Apr
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Provide students with opportunities to learn about the five graduation endorsements and certificate/certification programs and provide strategies to improve student performance for at-risk students. <b>Strategy's Expected Result/Impact:</b> Enrollment in endorsements, class rosters <b>Staff Responsible for Monitoring:</b> Campus At-Risk Team, Teachers, CTE Counselor	Formative		
	Nov	Feb	Apr
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Partner with institutions of higher learning to provide educational opportunities. <b>Strategy's Expected Result/Impact:</b> Monitor completion rates for the students who are receiving additional support by the higher learning institutions. <b>Staff Responsible for Monitoring:</b> Principals, Counselors, CTE Director, CTE Specialist	Formative		
	Nov	Feb	Apr
			

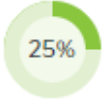
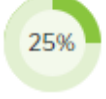
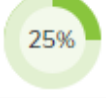

Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Refine campus systems to improve completion rate and data validity. <b>Strategy's Expected Result/Impact:</b> Completion rates <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Curriculum and Instruction, Principals, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Continue to implement and monitor pregnancy related services program: counseling services, school and other health services, assistance in obtaining services from government agencies, community service organization, instruction related to knowledge skills in child development, parenting, family living, and appropriate job readiness training, case management service coordination, compensatory education in home instruction. <b>Strategy's Expected Result/Impact:</b> Identified students served, Record of Services Rendered <b>Staff Responsible for Monitoring:</b> High School Principal, Nurses, Counselor(s), PRS Counselor	Formative		
	Nov	Feb	Apr
			
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Follow SB 463 IGC criteria to ensure senior students who have not mastered all or parts of EOC test to complete projects as assigned. <b>Strategy's Expected Result/Impact:</b> IGC roster <b>Staff Responsible for Monitoring:</b> Administration, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Maintain Saturday make-up days for students who have exceeded the number of allowable absences. (Target Group: All) <b>Strategy's Expected Result/Impact:</b> Increased credit completion. <b>Staff Responsible for Monitoring:</b> Attendance Committee, High School Asst. Principal	Formative		
	Nov	Feb	Apr
			
Strategy 14 Details	Formative Reviews		
<b>Strategy 14:</b> Continue to encourage and increase student participation in extracurricular activities. <b>Strategy's Expected Result/Impact:</b> Increased student participation, decrease in disciplinary issues <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Principals  <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

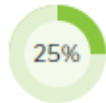
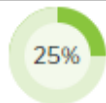




**Goal 4:** A well-balanced and appropriate curriculum will be provided to all students.

**Performance Objective 1:** By June of 2023, SHS will have an overall grade of an "A" (Scaled Score of 90-100) on state accountability.

**High Priority**

**Evaluation Data Sources:** STAAR assessment results for Fall 2022 and Spring 2023

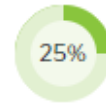

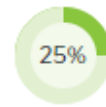
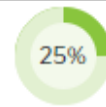
Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize campus instructional support staff including the ESL Strategist and Instructional Coaches to improve student performance through strategic walkthroughs, lesson planning, and coaching. <b>Strategy's Expected Result/Impact:</b> Increase knowledge, understanding and skill in goal setting and monitoring performance in all administrators. <b>Staff Responsible for Monitoring:</b> Dean  <b>Funding Sources:</b> - 191 - State High School Allotment	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize Instructional Strategies to differentiate for special program populations. Instructional strategies will include SIOP, Kagan Structures, Randomization, I Do We Do You Do, Talk Read Talk Write, RACE, Small Group/Centers. <b>Strategy's Expected Result/Impact:</b> Instructional strategies for differentiation will be designed according to the student needs based on assessment and observational data. <b>Staff Responsible for Monitoring:</b> Dean, Instructional Coaches, ESL Strategist	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide timely intervention for at-risk students to improve student achievement rates. Including, but not limited to students receiving Supplemental Instruction due to HB4545. <b>Strategy's Expected Result/Impact:</b> All students will pass the STAAR EOC 2022. <b>Staff Responsible for Monitoring:</b> Dean, Department Heads	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Utilize District created Accelerated Instructional "Just in Time" supports. <b>Strategy's Expected Result/Impact:</b> Close curriculum and instructional gaps due to COVID through Accelerated Instruction. <b>Staff Responsible for Monitoring:</b> Campus Administration, ELS Strategist, Instructional Coaches	Formative		
	Nov	Feb	Apr
			

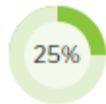





Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Use available software (Turnitin.com, IXL, No Red Ink, Labster, STEM Scopes, N-SPIRE emulator, Desmos, Nearpod, Sirius, Lowman ) to provide additional support in core content areas. (SP 1.1.1) <b>Strategy's Expected Result/Impact:</b> Increased EOC scores, increased number of credits earned, increase original written work. <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, Librarian	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Continue communication with DAEP staff and teachers in the efforts to provide a strong academic support for all SHS students assigned to DAEP center. <b>Strategy's Expected Result/Impact:</b> Increase communication with DAEP. <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction	Formative		
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** A well-balanced and appropriate curriculum will be provided to all students.

**Performance Objective 2:** By June 2023, the district will establish the sequence for curriculum and ensure 100% integration of state standards.

**Evaluation Data Sources:** YAG, Scope and Sequence, Unit Plans





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Review and revise SISD scope and sequence, lessons, and instructional resources to align to state standards. <b>Strategy's Expected Result/Impact:</b> Curricular documents that reflect the inclusion of all state standards in all core content areas K-12 <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Curriculum and Instruction, Curriculum Directors, Content Specialists, Teachers  <b>Funding Sources:</b> Projector - 191 - State High School Allotment	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Establish a process to monitor and analyze written curriculum to ensure alignment to state standards. (SP 1.1.2) <b>Strategy's Expected Result/Impact:</b> To establish a systematic way to keep our curriculum current and relevant. <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Curriculum and Instruction, Curriculum Directors, Instructional Software Specialist, Content Specialists	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Refine vertical team planning in core content areas and decisions regarding assessments by holding a meeting with 8th Grade Teachers from BL Gray. <b>Strategy's Expected Result/Impact:</b> Collaboration and articulation from grade level to grade level <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Curriculum and Instruction, Curriculum Directors, Content Specialists, Principals, Department Heads  <b>Title I:</b> 2.4, 2.5	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue common planning periods and/or EOC team planning and preparation. <b>Strategy's Expected Result/Impact:</b> Increased collaboration and alignment among core teachers. <b>Staff Responsible for Monitoring:</b> Campus administration, Counselors, Teachers	Formative		
	Nov	Feb	Apr
			

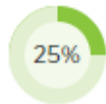

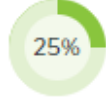
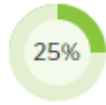
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Develop assessments that are aligned to state standards, match instructional pacing, and include New STAAR Design items. <b>Strategy's Expected Result/Impact:</b> Students will be prepared for New STAAR Design <b>Staff Responsible for Monitoring:</b> Curriculum directors, content specialists, Dean of Instruction, Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide opportunities for special population staff to refine curriculum documents to better serve the needs of their students. <b>Strategy's Expected Result/Impact:</b> Curriculum documents that reflect strategies that address the needs of special population students. <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Human Resources and Student Support Services Curriculum Directors Special Education Director Campus Administration  <b>Title I:</b> 2.4, 2.6	Formative		
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

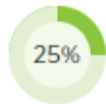
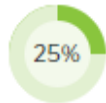
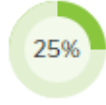
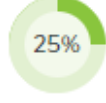




**Goal 4:** A well-balanced and appropriate curriculum will be provided to all students.

**Performance Objective 3:** By graduation, we will increase student college, career, or military readiness from 79% to 84%

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Promote 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. <b>Strategy's Expected Result/Impact:</b> Increased number of Go Center utilization as evidenced by general student sign-in sheets and participation in college/university presentations and other scheduled events <b>Staff Responsible for Monitoring:</b> Principals, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide online testing practice resources. <b>Strategy's Expected Result/Impact:</b> Increased number of students taking and passing college/university college entrance exams <b>Staff Responsible for Monitoring:</b> Principal, Dean, Librarian, Counselor  <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Promote TSI and ACT testing at SISD testing sites. <b>Strategy's Expected Result/Impact:</b> Increased number of students taking college/university entrance exams <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Curriculum and Instruction, Director of Assessment, Research and Evaluation	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Offer 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. <b>Strategy's Expected Result/Impact:</b> Increased students' understanding of the college and career planning process to include opportunities for college/university tours <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Curriculum and Instruction, Curriculum Directors, CTE Director	Formative		
	Nov	Feb	Apr
			









Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Continue partnerships with colleges and technical schools to enhance Career and Technical Education (CTE) course offerings, to include local and statewide articulation courses with STC, TSTC, and other participating colleges statewide. <b>Strategy's Expected Result/Impact:</b> Increased number of students completing Advanced Technical Credit (ATC) coursework and CTE college course offerings <b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Curriculum and Instruction, Curriculum Directors, CTE Director	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Utilize career exploration software to provide students career exploration opportunities, while administering the interest and skills inventories during the fall term in preparation for next year's course selection process. <b>Strategy's Expected Result/Impact:</b> Increased students' understanding of career opportunities that match their career interests, skills, and values <b>Staff Responsible for Monitoring:</b> CTE Director, Principals, CTE and Academic Counselors  <b>Funding Sources:</b> - 244 - Perkins Career & Technical	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Encourage student involvement in Career and Technical Student Organizations (CTSO's) to foster student competition and leadership. <b>Strategy's Expected Result/Impact:</b> Better developed student leaders, and more well-rounded students <b>Staff Responsible for Monitoring:</b> CTE Director, CTSSO Sponsors  <b>Funding Sources:</b> - 199 - PIC 22 State CTE	Formative		
	Nov	Feb	Apr
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Obtain text and/or on-line curriculum resources to continue to address the state-adopted CTE TEKS. <b>Strategy's Expected Result/Impact:</b> Facilitate the 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 <b>Staff Responsible for Monitoring:</b> CTE Director  <b>Funding Sources:</b> - 199 - PIC 22 State CTE, - 244 - Perkins Career & Technical	Formative		
	Nov	Feb	Apr
			






Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Continue 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. <b>Strategy's Expected Result/Impact:</b> Increased students', parents', and staff's understanding of the HB5 requirements <b>Staff Responsible for Monitoring:</b> Curriculum Directors, CTE Director, Principals, Counselors  <b>Funding Sources:</b> - 199 - General Funds, - 199 - PIC 22 State CTE	Formative		
	Nov	Feb	Apr
			
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Continue to provide and promote in-district and community-based college/career opportunities and related activities. <b>Strategy's Expected Result/Impact:</b> 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, etc. <b>Staff Responsible for Monitoring:</b> CTE Director, Principals, Counselors  <b>Funding Sources:</b> - 199 - PIC 22 State CTE	Formative		
	Nov	Feb	Apr
			
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Increase number of students earning a certificate and/or an industry-based certification exam. <b>Strategy's Expected Result/Impact:</b> Increased number of certificates awarded and students testing certification exams as evidenced on Carl Perkins Program Effectiveness report, STC student certificate rosters, and other internal reports <b>Staff Responsible for Monitoring:</b> CTE Director, CTE Teachers  <b>Funding Sources:</b> - 199 - General Funds	Formative		
	Nov	Feb	Apr
			
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> 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. <b>Strategy's Expected Result/Impact:</b> Overall, improved CTE program to include facilities, equipment, and innovative technologies <b>Staff Responsible for Monitoring:</b> CTE Director, Principals  <b>Funding Sources:</b> - 199 - General Funds, - 199 - PIC 22 State CTE	Formative		
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**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 achieve at least 90% retention rate by the end of the school year.

**Evaluation Data Sources:** SHS Personnel retention rates





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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) <b>Strategy's Expected Result/Impact:</b> Mentor Program, Support system for employees who change roles within the campus, and Session Sign-in Sheets Retain our staff and teachers. Provide our staff with quality professional learning. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct new employees orientation and cover employee policies and procedures. <b>Strategy's Expected Result/Impact:</b> New employees will understand and comply with SISD policies and procedures. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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. Utilizing a mentor system (for 0-3 years experience) and buddy system (for 4+ new to the district) that provides instructional support. <b>Strategy's Expected Result/Impact:</b> All employees will be given guidance and support when they transition to new positions. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Train new instructional personnel in communication skills, classroom management skills, and innovative technology. <b>Strategy's Expected Result/Impact:</b> Implementation of training in lessons and activities <b>Staff Responsible for Monitoring:</b> High School Principal, Technology Committee, Librarian	Formative		
	Nov	Feb	Apr
			




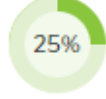





Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Recruit and retain bilingual and ESL certified teachers to meet TEA certification requirements under Chapter 89 of the Texas Administrative Code (TAC). In addition, work toward ESL certification for all core subject teachers. <b>Strategy's Expected Result/Impact:</b> Meet the certification requirements of Chapter 89 of the TAC. <b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources Bilingual/ESL Coordinator Campus Administration Instructional Coaches	Formative		
	Nov	Feb	Apr
	 25%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**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 achieve at least 95% retention rate by the end of the school year.

**Evaluation Data Sources:** SHS Personnel retention rates




Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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) <b>Strategy's Expected Result/Impact:</b> SHS will be a positive, healthy work environment for all employees. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implementation of the Texas Teacher Evaluation and Support System (T-TESS) as our approved instrument for evaluating and supporting teachers. Implement the use of Student Learning Objectives (SLO) as a component of the Texas Teacher Evaluation and Support System (T-TESS). <b>Strategy's Expected Result/Impact:</b> T-TESS Evaluations, T-TESS Reports, and Eduphoria Appraise <b>Staff Responsible for Monitoring:</b> Board Approved Appraisers	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Hold various levels of campus meetings including: Empower Hour, Core Department Heads, Leadership Team Meeting, and Campus Leadership Team Meetings. Establish procedures for departments and EOC teams to review data, collaborate, and plan. <b>Strategy's Expected Result/Impact:</b> Evaluate curriculum & instruction effectiveness and plan for intentional adjustments. <b>Staff Responsible for Monitoring:</b> Principal, Dean, Department Heads	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue training all staff on Rigor, Relevance and Relationships, in addition to student engagement activities. <b>Strategy's Expected Result/Impact:</b> Increase in rigorous lessons and relevant activities, walk-throughs, surveys, T-TESS evaluations, sign-in sheets <b>Staff Responsible for Monitoring:</b> Dean, Instructional Coaches, ESL Strategist	Formative		
	Nov	Feb	Apr
			

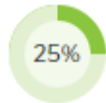

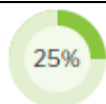
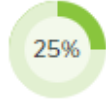
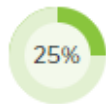




Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide professional development opportunities for differentiated instruction that are relevant, effective and ongoing. Train personnel on needs of special populations, such as EL, 504, RTI, Special Education, and At-Risk students. Trainings include SIOP, ESL strategies, Accommodations for special populations, and tiered instruction.(SP 1.2.1) <b>Strategy's Expected Result/Impact:</b> Provide all teachers with tools to differentiate for struggling learners. <b>Staff Responsible for Monitoring:</b> Principal, Dean, ESL Strategist, Instructional Coaches	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Sustain a culture of excellence by recognizing employee worth through a variety of employee benefits. (SP 2.2.2) <b>Strategy's Expected Result/Impact:</b> SISD employees will feel valued and appreciated. <b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources, Principals	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Create staff development guidelines which promote alignment, consistency and professional growth. (SP 1.3.1) <b>Strategy's Expected Result/Impact:</b> Staff development plan inclusive of all roles within SHS. <b>Staff Responsible for Monitoring:</b> Asst. Supt. for Curriculum and Instruction, and Curriculum and Instruction Directors, Campus Administrators	Formative		
	Nov	Feb	Apr
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Continue to provide staff development opportunities for CTE teachers and staff to allow them to obtain updates on CTE curriculum, innovative practices, and newest technologies. <b>Strategy's Expected Result/Impact:</b> Increase teachers' 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 <b>Staff Responsible for Monitoring:</b> CTE Director, Principals, and Deans of Instruction  <b>Funding Sources:</b> - 199 - PIC 22 State CTE	Formative		
	Nov	Feb	Apr
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Provide coaching and curriculum support to teachers to address learning gaps. <b>Strategy's Expected Result/Impact:</b> Improve teacher effectiveness and student performance. Improve teacher morale. <b>Staff Responsible for Monitoring:</b> Principal, Dean	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** By June 2023, SHS will increase the component score from 57 to 64; CCMR from 79 to 84; Increase School Progress from 78% to 85%; Closing the Gaps from 98% to 100%.

**Evaluation Data Sources:** STAAR Accountability Reports; TELPAS Accountability Reports






Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use data (DPA's, Benchmarks, and STAAR) to vertically align and differentiated instruction for all students, Special Education, At-Risk, and ELL students. Utilize current and historical data to formulate action plans in the core subject areas of need. (SP 1.1.1) <b>Strategy's Expected Result/Impact:</b> Campuses and district meet all targets in all domains <b>Staff Responsible for Monitoring:</b> Administrators, Dean of Instruction, Core Department Heads  <b>Title I:</b> 2.4, 2.6	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Build capacity for administrators and instructional leaders on accountability and data to identify root causes as identified in state accountability system. <b>Strategy's Expected Result/Impact:</b> Campus needs assessments and curriculum writing. <b>Staff Responsible for Monitoring:</b> C & I staff, Principals  <b>Funding Sources:</b> - 191 - State High School Allotment	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide before school, after school, and extended day tutoring for students identified with academic needs. <b>Strategy's Expected Result/Impact:</b> Improvement on Benchmarks, DPA, and STAAR results. <b>Staff Responsible for Monitoring:</b> Principals, Teachers, Testing and ESL Strategists  <b>Funding Sources:</b> Toner - 191 - State High School Allotment - PIC 31	Formative		
	Nov	Feb	Apr
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Utilize Lead4ward IQ and Field Guides to analyze Benchmark and DPA data and review scores to adjust instruction accordingly. <b>Strategy's Expected Result/Impact:</b> Improvement in Benchmark and successive DPAs (data point assessment) leading toward STAAR. <b>Staff Responsible for Monitoring:</b> Curriculum Directors, Content Strategists, Testing Coordinators, Campus Administration, Department heads	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Each EOC team will have an EOC lead and will meet to plan on a weekly basis. <b>Strategy's Expected Result/Impact:</b> Alignment of curriculum, review accountability updates. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Lead Teachers, Content Specialists	Formative		
	Nov	Feb	Apr
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Hold Academies targeting Bubble Masters students for each EOC before EOC testing. <b>Strategy's Expected Result/Impact:</b> Overall composite of Masters will increase from 17% to 30%. <b>Staff Responsible for Monitoring:</b> Dean of Instruction, Principals, Teachers	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Continue implementation of the "No Pass, No Work Block" policy for senior students who have not passed all parts of the EOC. <b>Strategy's Expected Result/Impact:</b> Seniors will graduate meeting state requirements. <b>Staff Responsible for Monitoring:</b> Administrators, Counselor(s)	Formative		
	Nov	Feb	Apr
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Target students for STAAR/EOC remedial classes and provide targeted remediation included extended year long courses for English I, English II, Algebra I, and Practical Writing. <b>Strategy's Expected Result/Impact:</b> Students placed in remedial courses will improve on state assessments from targeted instruction. <b>Staff Responsible for Monitoring:</b> Counselor(s), High School Principal  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	Apr
			
<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, for ELA Increase Academic Achievement component score from 51 to 57, School Progress from 77% to 87%, and Academic Achievement Status (%Meets) for the All group from 61% to 70%.






**Evaluation Data Sources:** STAAR Accountability Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> -Create intentional lessons for low-scoring objectives for after-school tutoring; -Desegregate data to create mini-lessons as bell ringers for review by all classes including upper-level regular courses. -Utilize TEKS aligned and STAAR EOC formatted resources to prepare students to be successful on their EOC. <b>Strategy's Expected Result/Impact:</b> Tutorials will be targeted and focused on student's weakness. <b>Staff Responsible for Monitoring:</b> English Department Head  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Nearpod for SCE students - 199 - PIC 24 State Comp Ed - \$3,910	Formative		
	Nov	Feb	Apr
	 25%		
<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 3:** By June 2023, for Math Increase Academic Achievement component score from 56 to 70, School Progress from 80% to 85%, and Academic Achievement Status (%Meets) for the all group from 55% to 75%.






**Evaluation Data Sources:** STAAR Accountability Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> -Sirius for enrichment and differentiation -Use of Quizizz, a program that will help us teachers gage how our interventions is helping our students with the reinforced concepts . -Utilize TEKs aligned and STAAR EOC formatted resources to prepare students to be successful on their EOC and target our Bubble Approaches, Meets, and Masters students. -Utilize the Lead4ward scaffold document to identify areas in need of acceleration <b>Strategy's Expected Result/Impact:</b> Reinforce concepts needed for accelerated instruction and jump student's a proficiency level. <b>Staff Responsible for Monitoring:</b> Math Department Head  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	Apr
	 25%		
<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 4:** By June 2023, for Science Increase Academic Achievement component score from 59 to 64.






**Evaluation Data Sources:** STAAR Accountability Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> -Assign 1 TEK aligned module via Sirius with 15 questions with a threshold of 80 % passing. -Include differentiation strategies such as the use of graphic organizers for every TEK covered. -Assign TEK-aligned reporting category review quizzes via Quizizz at the end of each major unit. -Utilize TEKs aligned and STAAR EOC formatted resources to prepare students to be successful on their EOC.  <b>Strategy's Expected Result/Impact:</b> Increase Mastery level in Biology EOC by 5% <b>Staff Responsible for Monitoring:</b> Science Department Head, Biology EOC Lead  <b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Instructional site license for SCE Students/Quizizz - 199 - PIC 24 State Comp Ed - \$5,400	Formative		
	Nov	Feb	Apr
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

**Performance Objective 5:** By June 2023, for Social Studies Increase Academic Achievement component score from 67 to 75.






**Evaluation Data Sources:** STAAR Accountability Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> - EOC Intervention Academies in the week prior to EOC administration based on Benchmark Performance - Provide the availability of EOC Afterschool Tutorials in the week prior to EOC Administration - Utilize Sirius in the weeks prior to EOC Administration - Continue the vertical alignment and spiraling of social studies related stimuli skills across high school level social studies content areas - Continue with the implementation of Semester Exams for all high school level social studies content areas that model the EOC and its stimuli ratio. -Utilize TEKs aligned and STAAR EOC formatted resources to prepare students to be successful on their EOC. <b>Strategy's Expected Result/Impact:</b> Improve student scores for targeted groups. Identify student's specific needs to target. <b>Staff Responsible for Monitoring:</b> Social Studies Department Head  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	Apr
	 25%		
<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 6:** By June 2023, Special Ed will Increase Closing the Gaps-Academic Achievement Status (%Meets) in ELA from 24% to 29% and in Math from 33% to 38%; Closing the Gaps-Growth Status in ELA from 88% to 93% and in Math from 65% to 70%.


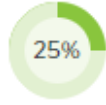
**Evaluation Data Sources:** STAAR Accountability Reports






Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> - Help the inclusion teachers implement supplemental aid for EOC testing. - Provide Aware EOC data to the inclusion teachers and create groups with students that have approaches to advance to meets and the students that did not meet to go to advance to approaches. - Collaborate and team plan with the instructional coaches and create EOC academies for each subject. -Utilize TEKs aligned and STAAR EOC formatted resources to prepare students to be successful on their EOC. <b>Strategy's Expected Result/Impact:</b> Provide student specific aids that will close learning gaps, help teachers make data driven instructional decisions, and improve teaching and learning. <b>Staff Responsible for Monitoring:</b> Special Education Department Head  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	Apr
	 25%		
<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 7:** By June 2023, EL will Increase Closing the Gaps-Academic Achievement Status (%Meets) in ELA from 39% to 44% and in Math from 42% to 47%; Closing the Gaps-Growth Status in ELA from 81% to 86% and in Math from 73% to 78%; English Language Proficiency Status from 36% to 46%.

**Evaluation Data Sources:** STAAR Accountability Reports; TELPAS Accountability Reports






Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement the following ESL best practices including Randomization, What to say instead of "I Don't Know", Talk Read Talk Write, and QSSSR. <b>Strategy's Expected Result/Impact:</b> Teachers will intentionally have student's practice Speaking Language Domain. <b>Staff Responsible for Monitoring:</b> ESL Strategist  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement intentional small grouping of Advanced High with Advanced, Advanced with Intermediate, and Advanced with Beginners. Whole group instruction will incorporate best practice scaffolds using visual/graphic organizers, sentence stems, and audio supports. <b>Strategy's Expected Result/Impact:</b> Teachers will thoughtfully group to promote peer communication and whole group instruction to build on moving students up a proficiency level. <b>Staff Responsible for Monitoring:</b> ESL Strategist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	Apr
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize TEKs aligned and STAAR EOC formatted resources to prepare students to be successful on their EOC. Utilize ELPs aligned and TELPAS formatted resources to prepare students to be successful on their ELPS proficiency. Utilize Summit K-12, Kami for annotation and chunking of text, Rosetta Stone, Language Academy for Summer School Credit Recovery, EMC Adopted Textbook (Text to Speech Audio). <b>Strategy's Expected Result/Impact:</b> Students will receive resources that are aligned to the ELPS and provide instructional accommodations. <b>Staff Responsible for Monitoring:</b> ESL Strategist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	Apr
	 25%		
<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 8:** By June 2023, increase the number of students achieving passing standards on SAT, ACT, and TSI by 10%.

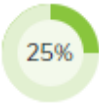
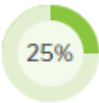

**Evaluation Data Sources:** Student results, participation counts, and sign-in sheets.

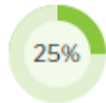




Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement Test Prep Program for SAT/ACT/TSI during class time to increase number of students meeting or exceeding state criterion on ACT, TSI and SAT and implement TSI Tutoring. <b>Strategy's Expected Result/Impact:</b> Meet passing criteria to be "TSI" ready. <b>Staff Responsible for Monitoring:</b> High School Principal, High School Counselors, Deans  <b>Funding Sources:</b> - 191 - State High School Allotment	Formative		
	Nov	Feb	Apr
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 7:** Schools will provide a safe and secure learning environment for staff and all 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 5% by the end of the school year.

**Evaluation Data Sources:** Campus Discipline reports.



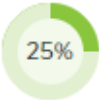




Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide presentations, staff development and resources to campus to improve parent/child communication, student support through individual/small group counseling and more effectively address identified student safety areas such as: hazing, suicide 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. <b>Strategy's Expected Result/Impact:</b> Bring awareness and reduce incidences through counseling lessons and interventions. <b>Staff Responsible for Monitoring:</b> Special Education Director, Principals, Assistant Principals, LSSP, Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Track discipline data quarterly to analyze discipline events and evaluate actions and removal actions to strategically monitor discipline referral of Regular Education and Special Education students. <b>Strategy's Expected Result/Impact:</b> 5% decrease on PEIMS 425 records, campus discipline reports, Comprehensive Needs Assessment <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, and Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Implement conflict resolution program. <b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals as recorded in the PEIMS 425 record. <b>Staff Responsible for Monitoring:</b> Counselors	Formative		
	Nov	Feb	Apr
			

Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> Ensure that students that are homeless are not placed in out of school suspension unless the student engages in conduct related to weapons, drugs and violent offences 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. <b>Strategy's Expected Result/Impact:</b> Reduce out of school suspensions for students that are homeless. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Liaison		Formative		
		Nov	Feb	Apr
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 7:** Schools will provide a safe and secure learning environment for staff and all students.

**Performance Objective 2:** Reduce the involvement of students in gang related activities and drug use from 2% to 0% as measured by district discipline reports by the end of the school year.



**Evaluation Data Sources:** Utilize brochures, sign in sheets, and PEIMS 425 reports




Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide information and presentations to campuses that support use of Sharyland ISD safe schools initiatives, including topics such as: gang intervention, tobacco use, drug use, alcohol use and steroid use. <b>Strategy's Expected Result/Impact:</b> Gang membership and substance abuse will decrease. <b>Staff Responsible for Monitoring:</b> Superintendent of C&I, Principals, Assistant Principals, Counselors and Athletic Director	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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) <b>Strategy's Expected Result/Impact:</b> Drug and alcohol prevention programs Presentations for students by guest speakers <b>Staff Responsible for Monitoring:</b> Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Develop partnerships with external service organizations for students diagnosed with substance abuse to live productive lives in the community. (SP 3.2.2) <b>Strategy's Expected Result/Impact:</b> Drug and alcohol prevention programs Presentations for students by guest speakers SHAC meeting sign in sheets <b>Staff Responsible for Monitoring:</b> Counselors SHAC committee	Formative		
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

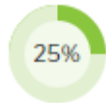





**Goal 7:** Schools will provide a safe and secure learning environment for staff and all students.

**Performance Objective 3:** Create and maintain an environment which supports a positive, physical, emotional well-being for students and staff by reducing incident reports by 5% and increase the satisfaction rate as measured by district reports by the end of the school year.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Review and update safety procedures by providing training to all staff <b>Strategy's Expected Result/Impact:</b> Staff will be aware of the campus safety precautions and follow through in an emergency. <b>Staff Responsible for Monitoring:</b> Director of Facilities/Risk Management, Principals, Assistant Principals and Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop and practice an all-hazards emergency plan in all facilities including but not limited to: fire, lock-down, severe weather and bomb threat drills. <b>Strategy's Expected Result/Impact:</b> Parent Letters, Revision of Student/Parent Handbook, Parent Letters, Sign-In Sheets and monthly drill reports <b>Staff Responsible for Monitoring:</b> Director of Facilities/Risk Management, Principals, Assistant Principals and Counselors	Formative		
	Nov	Feb	Apr
			








Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> For students, implement a campus wide plan to cover Character Strong on a weekly basis. Bring awareness to Bullying Prevention, World Suicide Prevention (#Whyyoumatter).. <b>Strategy's Expected Result/Impact:</b> Create and maintain an environment which supports positive physical, emotional, health, and social well-being for students. <b>Staff Responsible for Monitoring:</b> Principal, Community Liaison, Federal Programs Director, Director of Facilities/Risk Management, Director of Child Nutrition, Athletic Director, Principals, Assistant Principals, Nurses, Counselors, LSSP, and Coaches  <b>Title I:</b> 2.6 <b>Funding Sources:</b> - 211 - Title I, Part A	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Establish a comprehensive 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) <b>Strategy's Expected Result/Impact:</b> Academic integrity addressed in student code of conduct <b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources, Principals, Counselors  <b>Funding Sources:</b> - 289 - Title IV	Formative		
	Nov	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Establish a comprehensive support system in alignment with the district code of conduct in order to foster social and emotional integrity for all Sharyland ISD students. (SP 3.3.2) <b>Strategy's Expected Result/Impact:</b> Discipline reports <b>Staff Responsible for Monitoring:</b> Superintendent, Principals, Counselors  <b>Funding Sources:</b> - 211 - Title I, Part A	Formative		
	Nov	Feb	Apr
			

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> For staff, implement thank you cards to go out weekly from campus administration. Provide teachers with rewards and incentives throughout the year including jeans passes, birthday celebrations, breakfast, and luncheons. <b>Strategy's Expected Result/Impact:</b> Create and maintain an environment which supports positive physical, emotional, health, and social well-being for staff. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative		
	Nov	Feb	Apr
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> The campus will implement the district 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. <b>Strategy's Expected Result/Impact:</b> Awareness of protocol during an active shooter emergency. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 7:** Schools will provide a safe and secure learning environment for staff and all students.

**Performance Objective 4:** By June 2023, increase communication with parents and community members by utilizing multiple communication methods to address discipline matters.

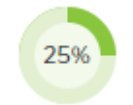
**Evaluation Data Sources:** Skylert, Remind, Flyers, Brochures, Sign in Sheets, Agendas.








Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide and offer support through counseling services <b>Strategy's Expected Result/Impact:</b> Sign-In Sheets, Agendas, Brochures, and Presentations <b>Staff Responsible for Monitoring:</b> Principals, Counselors, and LSSP's	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide teachers with multiple methods for communicating with parents: District/Campus websites, Automotive call system (Skylert), Parent Email, address, Family Access, Striking News, Parent Meetings (Federal/Special Education), Parent Portal, Letters and Brochures. <b>Strategy's Expected Result/Impact:</b> Sign-In Sheets, Agendas, Brochures, and Presentations <b>Staff Responsible for Monitoring:</b> Director of Technology, Directors for C & I, Principals LSSP's, and Counselors	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The district, in collaboration with the campus, shall provide parents with timely notification should the campus receive a terroristic threat. <b>Strategy's Expected Result/Impact:</b> Bring awareness and support should a campus encounter a terroristic threat. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 1:** Campus will utilize technology tools and instructional technology to improve student engagement to 90% by December 2022 and continue to make improvements through June of 2023.

**Evaluation Data Sources:** STAAR Reports, Lesson Plans, Walkthroughs


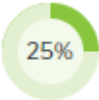





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and implement training and support programs for all students, staff and parents that targets digital citizenship. (SP 3.1.1) <b>Strategy's Expected Result/Impact:</b> Workshop sign in, parent classes sign in sheets, Learning.com reports <b>Staff Responsible for Monitoring:</b> Instructional Software Specialist, Asst. Superintendent of Curriculum, Parental Engagement Coordinator, Director of Technology	Formative		
	Nov	Feb	Apr
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use various software to enrich students' learning. <b>Strategy's Expected Result/Impact:</b> Campus Evaluation of Programs, Usage Reports <b>Staff Responsible for Monitoring:</b> Principals, Teachers, Lab Managers, Technology Director, Assistant Sup for C&I, Math strategist, ELA strategists, Director of Elementary Curriculum, Director of Secondary Curriculum  <b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> - 263 - Title III, Part A	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will continue to post graded assignments on their Google Classroom throughout the year for any student that is quarantined. <b>Strategy's Expected Result/Impact:</b> Students will be able to work towards completing assignments and minimize lost instruction. <b>Staff Responsible for Monitoring:</b> Dean, Assistant Principals	Formative		
	Nov	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will be using Nearpod once a week in order to be able to seamlessly integrate instructional technology with content lessons that provide formative and informative assessments. <b>Strategy's Expected Result/Impact:</b> Increase student engagement, practice New Item Types for testing, and seamlessly integrate technology tools. <b>Staff Responsible for Monitoring:</b> Dean, Department Heads, EOC Leads.	Formative		
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 2:** Campus will utilize technology to increase efficiency with administrative, teacher, and support staff functions by 10% by June 2023.

**Evaluation Data Sources:** Eduphoria Workshop reports, Rattler Faculty Google Classroom, Laserfiche, Google Drive.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide internal support at the campus to promote maximum utilization of Google Apps for Education Tools (SP 4.2.2) <b>Strategy's Expected Result/Impact:</b> Video usage tracking data, individual learning plans (TTESS), evidence of use via increase in student products created through technology usage <b>Staff Responsible for Monitoring:</b> Instructional Software Specialist, Director of Technology, Network Services, Computer Services, Campus Tech Reps	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide Student/Parent controlled access to web site and secured individual records in real-time with supporting campus based family training. <b>Strategy's Expected Result/Impact:</b> Current Website <b>Staff Responsible for Monitoring:</b> Technology Committee	Formative		
	Nov	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide campus based, hands-on training to all staff including Tech Talks, AWARE, Laserfiche, and Google Apps. <b>Strategy's Expected Result/Impact:</b> Utilize Data to make informed decisions, maximize learning through technology, complete tasks with efficiency. <b>Staff Responsible for Monitoring:</b> Principal, Dean	Formative		
	Nov	Feb	Apr
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Budget for Sharyland High School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 9

**Brief Description of SCE Services and/or Programs**

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## Personnel for Sharyland High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alfred Crixell Jr.	AEP Counselor	0.5
Arnoldo Martinez Jr.	CEI Lab/Aide	1
Cesar Z. Garza	Behavior Interventionist/AIDE	1
Erika Alfaro	Teacher/ACC ED.	0.5
Fernando Contreras Jr	Aide/Computer Lab	1
Gloria Moss	Teacher/ACC ED	0.5
Jessica Lopez	Teacher/ACC Ed	0.5
Jesus Rodriguez	Teacher/Acc Ed	0.5
Kathryn Ashley Wilson	Teacher/Acc Ed	0.5
Maria B Yzaguirre	Secretary/ AEP	0.5
Mario Garcia	Teacher/ACC Ed	0.5
Reynol Alanis	Teacher/ACC Ed	0.5
Robert Ho-Shing	Teacher/ACC Ed	0.5
Tina Peacock	Teacher/ACC Ed	0.5
Tizoc Silva	Administrator/ALT ED	0.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karina Valdes	Federal Counselor	Sharyland High School	100%
Mariah Gonzalez	Library Aide	Sharyland High School	100%
Sonia Gonzalez	Community Liaison	Sharyland High School	100%
Sulema Ramirez	Federal Programs Clerk	Sharyland High School	100%

# 2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Hilda Alejandro	Dean of Instruction
Classroom Teacher	Roberto Barbosa	Teacher
Non-classroom Professional	Lina Cantu Cruz	ESL Strategist
Classroom Teacher	Laura Colegio	Teacher
Library	Nicole Cruz	Librarian
Administrator	Jesus Flores	Assistant Principal
Administrator	Lori Garza	Principal
District-level Professional	Yoelia Nava	CTE Director
Classroom Teacher	Mirian Guerra	Teacher
Classroom Teacher	Monica Martinez	Teacher
Administrator	Angelita Mendez	Testing Coordinator
Classroom Teacher	Carmen Reyna	Teacher
Classroom Teacher	Johana Rodriguez	Teacher
Counselor	Delilah Rodriguez	Counselor
Classroom Teacher	Roxanna Trevino	Teacher
Community Representative	Elvia Lopez	Community / Business Member
Parent	Kurt Haefeli	Parent of Jessica Haefeli
Classroom Teacher	Luis Ochoa	CTE Teacher
Classroom Teacher	Martine Garcia	Foreign Language Teacher

# Campus Funding Summary

191 - State High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
2	2	2			\$0.00
2	3	3			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00
4	2	1	Projector		\$0.00
6	1	2			\$0.00
6	1	3	Toner	PIC 31	\$0.00
6	8	1			\$0.00
Sub-Total					\$0.00
199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$0.00
2	3	3	English Lang AP workbooks	PIC 31	\$0.00
2	3	3	ELA AP resources	PIC 31	\$0.00
3	1	14			\$0.00
4	3	2			\$0.00
4	3	9			\$0.00
4	3	11			\$0.00
4	3	12			\$0.00
Sub-Total					\$0.00
199 - PIC 22 State CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	7			\$0.00
4	3	8			\$0.00
4	3	9			\$0.00
4	3	10			\$0.00

199 - PIC 22 State CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	12			\$0.00
5	2	8			\$0.00
Sub-Total					\$0.00
199 - PIC 24 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	1	Nearpod for SCE students		\$3,910.00
6	4	1	Instructional site license for SCE Students/Quizizz		\$5,400.00
Sub-Total					\$9,310.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	3	3			\$0.00
7	3	5			\$0.00
Sub-Total					\$0.00
244 - Perkins Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	6			\$0.00
4	3	8			\$0.00
Sub-Total					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$0.00
8	1	2			\$0.00
Sub-Total					\$0.00
397 - AP Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			\$0.00
Sub-Total					\$0.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	3	4			\$0.00

289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00