

# Sharyland Independent School District

## District Improvement Plan

2023-2024



# Mission Statement

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

## Vision

Sharyland ISD...Excellence is our Tradition

## Nondiscrimination Notice

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- Students are being identified appropriately.
- Students feel supported within their program.
- Teachers are able to meet their students' needs regardless of the access to resources.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** As the increasing number of Special Education and Emergent Bilingual students rises within Sharyland ISD, the scarcity of resources and support increases as well. **Root Cause:** Lack of current teacher certification and specialization.

# Student Learning

## Student Learning Summary

[Longitudinal Data](#)

[Regional Data](#)

## Student Learning Strengths

Overall Reading and Math district scores are above the Region and the state.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** SISD Meets and Masters Level Performance reflects room for growth to achieve an A Rating. **Root Cause:** Multiple and targeted teaching strategies are not consistently used to address the needs of all students.

# Perceptions

## Perceptions Strengths

District has a good crisis protocol in place.

Relationship PR , Mayor City Manager

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Stakeholders are experiencing a lack of communication during campus/district crisis situations. **Root Cause:** Lack of awareness for the district crisis protocol.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

## **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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

## **Student Data: Student Groups**

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

## **Parent/Community Data**

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









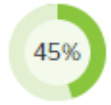


# Goals

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

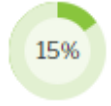


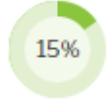
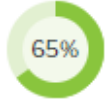







**Performance Objective 1:** Increase the number of parents that will be informed and included in the decision-making process by 5% by May 2024.








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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><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> Principals, Parent Engagement Specialist  <b>Funding Sources:</b> Translation Services - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide parent orientation sessions such as Open House, Meet the Teacher Night, Curriculum Night, Report Card Night, etc.  <b>Strategy's Expected Result/Impact:</b> Increased parent participation in school functions.  <b>Staff Responsible for Monitoring:</b> Principals  <b>Title I:</b>                      4.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase parental awareness in instructional, extracurricular, and special programs.  <b>Strategy's Expected Result/Impact:</b> Increased student participation in these programs.  <b>Staff Responsible for Monitoring:</b> Principals, Curriculum Directors, Curriculum Coordinators, Specialists  <b>Title I:</b>                      4.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase Family Access awareness to monitor student progress i.e. list campus contacts on Family Access home page. <b>Strategy's Expected Result/Impact:</b> Parents will receive immediate information on their student's grades and attendance. <b>Staff Responsible for Monitoring:</b> Principals, Parent Engagement Specialist, Community Liaisons	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Increase parental awareness regarding House Bill 5/Graduation Requirements at secondary campuses. <b>Strategy's Expected Result/Impact:</b> Higher graduation rates. <b>Staff Responsible for Monitoring:</b> Principals, Go Centers, Counselors  <b>Title I:</b> 4.2	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Maintain websites, campus "Parents" webpage, Remind App and Skylert as communication tools for students, parents, staff, and the community. <b>Strategy's Expected Result/Impact:</b> Parents and the community will have access to the most updated information. <b>Staff Responsible for Monitoring:</b> Public Relations Director, Webmaster, Principals, Parent Engagement Specialist	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Continue parenting workshops. <b>Strategy's Expected Result/Impact:</b> Improved school and home relationships. <b>Staff Responsible for Monitoring:</b> Parent Engagement Specialist, Community Liaisons, Principals	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Provide campus-based Title I informational meetings by the end of October. <b>Strategy's Expected Result/Impact:</b> Increase parent understanding of the Title I program. <b>Staff Responsible for Monitoring:</b> Principals, Community Liaisons, Parent Engagement Specialist  <b>Title I:</b> 4.2	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			









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

Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Provide opportunities for parents, teachers and community members to participate in the review of district data and conduct a comprehensive needs assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental participation</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Federal Programs Director, Principals</p> <p><b>Title I:</b> 4.2</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 2:** Increase parental engagement by 10% by May 2024.

**Evaluation Data Sources:** Sign-in sheets, agendas, parent surveys, participation logs, attendance rosters, meeting minutes, flyers, invitations

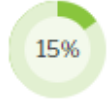



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Involve parents in school and district activities and celebrations following safety guidelines for Family Literacy Nights, Parental Involvement Day, Red Ribbon Week, family picnics, award assemblies, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental engagement in school and district activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, Librarians, Community Liaisons, Parent Engagement Specialist</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Offer educational classes for parents at the campus and district level to present topics that are pertinent to academic and social-emotional needs of At Risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve school and home safety and relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Counselors, Social Workers, Parent Engagement Specialist, Community Liaisons</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide Surrogate Parent Training for parent responsibility related to their Special Education rights and responsibilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parents knowledge of their role as surrogate parents to increase parent responsibility.</p> <p><b>Staff Responsible for Monitoring:</b> Special Ed. Director, Special Ed. Coordinator</p> <p><b>Funding Sources:</b> Light snacks for parent meeting - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide Parent Support Groups for parents of students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased district support for parents with children receiving special education.</p> <p><b>Staff Responsible for Monitoring:</b> Special Ed. Director, LSSPs, Social Workers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

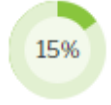
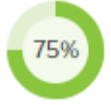
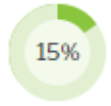
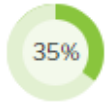
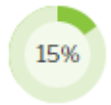
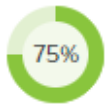
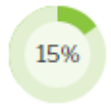
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continue to involve parents in the School Health Advisory Committee (SHAC).  <b>Strategy's Expected Result/Impact:</b> Increase parent input and decision making in district committees.  <b>Staff Responsible for Monitoring:</b> SHAC Committee Chair, SHAC Representatives</p> <p><b>Funding Sources:</b> Light snacks for parent meetings - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Include a parent representative of a special population student in the District Education Improvement Committee (DEIC).  <b>Strategy's Expected Result/Impact:</b> Increase input on decisions made for special population students.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide adult ESL classes to increase school engagement of parents of Emergent Bilingual (EB) students in the education process.  <b>Strategy's Expected Result/Impact:</b> Build English proficiency for parents to better communicate and support their children.  <b>Staff Responsible for Monitoring:</b> Parent Engagement Specialist</p> <p><b>Title I:</b> 4.1</p> <p><b>Funding Sources:</b> Headphones, books, etc. - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Plan and provide parent meetings at a variety of times (morning/afternoon), days, and methods (meetings, virtual, recorded sessions, home visits, etc...)</p> <p><b>Strategy's Expected Result/Impact:</b> Remove barriers to parent participation and build capacity  <b>Staff Responsible for Monitoring:</b> Principals, Community Liaisons, Parent Engagement Specialist</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
No Progress       Accomplished       Continue/Modify       Discontinue			

**Goal 2:** Special Population Students will be provided required supplemental supports to meet their full educational potential.




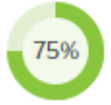


**Performance Objective 1:** Improve academic performance of special population students by 5% in comparison to the 2021-2022 TAPR by June 2024.






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



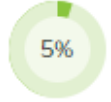
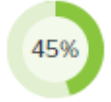






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Offer summer remediation, enrichment and/or acceleration programs for special populations.  <b>Strategy's Expected Result/Impact:</b> Successful completion of summer program  <b>Staff Responsible for Monitoring:</b> Program Directors and Coordinators.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Summer School - 224 - IDEA, Part B - Formula, Summer School and Tutoring - 199 - PIC 25 State Bilingual</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	N/A	N/A	
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Procure research based Tier 1 and Tier 2 instructional software and materials for teachers and interventionists to utilize with all students and those at risk of not meeting the challenging state academic standards.  <b>Strategy's Expected Result/Impact:</b> Reduction in the number of students who do not meet state academic standards and must use our extended year program to gain promotion to the next grade level.  <b>Staff Responsible for Monitoring:</b> Program Directors and Coordinators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> - 282 - ESSER III, - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide supplemental accelerated instruction (before, during, extended day, and extended week) to students at risk of not meeting state academic standards (HB1416).  <b>Strategy's Expected Result/Impact:</b> All students will meet or surpass state academic standards.  <b>Staff Responsible for Monitoring:</b> C &amp; I Administrators  Special Populations Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> - 211 - Title I, Part A, - 282 - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue to promote and provide access to course offerings, such as Honors, Dual Credit (DC), and Advanced Placement (AP) for students in special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Course participation and successful completion</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Director</p> <p><b>Title I:</b> 2.4, 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Strategically implement a district-wide MTSS program to support students who are struggling academically or behaviorally.</p> <p><b>Strategy's Expected Result/Impact:</b> Through academic interventions (technology, software programs, and instructional resources) teachers will be able to close academic gaps and guide students to meet grade level expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Assessment Director, Special Programs Director</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Utilize gifted and talented selection criteria to increase identification of special population gifted students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase identification of GT students special populations</p> <p><b>Staff Responsible for Monitoring:</b> Advanced Academics Director, Program Directors</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Ensure identified gifted and talented students complete the Texas Performance Standards Project.</p> <p><b>Strategy's Expected Result/Impact:</b> Completed Texas Performance Standard Project</p> <p><b>Staff Responsible for Monitoring:</b> Advanced Academics Director</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			



Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Support elementary campuses with the implementation and participation of special populations in math acceleration courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase participation in accelerated math courses by special populations.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Administrators</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide specific services, resources and supplies to implement intended program requirements and meet students' individualized needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with federal and state requirements</p> <p><b>Staff Responsible for Monitoring:</b> Program Directors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Funding Sources:</b> Specialized consultants and staff - 224 - IDEA, Part B - Formula, - 199 - PIC 25 State Bilingual, - 282 - ESSER III, calculators for SCE students - 199 - PIC 24 State Comp Ed - \$4,350, Science supplies for SCE students/Biology - 199 - PIC 24 State Comp Ed - \$10,280</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide language and academic support through ESL Strategists and Interventionists at elementary and secondary campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased language and academic proficiency level gains</p> <p><b>Staff Responsible for Monitoring:</b> Program Coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Provide mandatory Summer School Programs for credit recovery and supplemental accelerated instruction for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Pass summer school exams, EOC and STAAR exams.</p> <p><b>Staff Responsible for Monitoring:</b> Program Directors and Coordinators</p> <p><b>Funding Sources:</b> OEYP - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	N/A	N/A	

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Reach out to Private Non-Profit schools to provide equitable services for students attending private schools who live in our district attendance zone.</p> <p><b>Strategy's Expected Result/Impact:</b> provide equitable services to Private school students who live in our attendance zone.</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	N/A		
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Provide campus instructional support staff to improve student performance in identified areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased data-driven and intentional planning and support by all instructional support personnel.</p> <p><b>Staff Responsible for Monitoring:</b> Program Directors and Coordinators</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 255 - Title II, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Support campuses with instructional strategies and programs to differentiate for special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Well designed instructional strategies for differentiation to target student needs based on assessment and observational data.</p> <p><b>Staff Responsible for Monitoring:</b> Program Directors and Coordinators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 15 Details	Formative Reviews		
<p><b>Strategy 15:</b> Better prepare campuses with timely intervention for at-risk students to improve student achievement rates. Including, but not limited to a students Accelerated Instruction Plan (AIP).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance of at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Program Directors and Coordinators</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	N/A	N/A	







Strategy 16 Details	Formative Reviews		
<p><b>Strategy 16:</b> Provide professional development and coaching to specifically target the needs of at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Through targeted professional development, teachers will be able to effectively utilize new resources within their classrooms to specifically meet the needs of at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Program Directors and Coordinators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 17 Details	Formative Reviews		
<p><b>Strategy 17:</b> Provide hands-on, print and digital instructional resources/programs to target the needs of at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the effective utilization of resources to support the needs of at-risk students, students will see an increase in performance on state mandated assessments and classroom grades.</p> <p><b>Staff Responsible for Monitoring:</b> Program Directors and Coordinators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 18 Details	Formative Reviews		
<p><b>Strategy 18:</b> Provide advanced technology resources to target the needs of at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the effective utilization of advanced technology resources, at-risk students will have access to a variety of resources to help bolster academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Program Directors and Coordinators</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









**Goal 2:** Special Population Students will be provided required supplemental supports to meet their full educational potential.

**Performance Objective 2:** By May 2024, establish a monitoring plan for academic achievement for all students identified with Dyslexia based on their Standard Dyslexia Instruction Protocol goal (baseline year).

**HB3 Goal**

**Evaluation Data Sources:** RDA report, Reporting Period Skyward Reports







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide support to students with dyslexia/related disorders by providing instructional materials, resources, technology, and other supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students at the "Approaches" level of performance to the "Meets" level of performance on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Director</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Monitor universal dyslexia screeners for kindergarten and first-grade students district-wide with a 100% completion by May 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide early detection and intervention for students with dyslexia.</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Director, Early Childhood Education Specialist</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional development opportunities to key stakeholders who support students with dyslexia and related disorders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students meeting grade level expectations</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Director, Special Ed Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase awareness of dyslexia/other related disorders and the services provided to students through district-wide parent training. <b>Strategy's Expected Result/Impact:</b> Provide early identification of students under dyslexia/related disorders and be able to provide students with needed supports. <b>Staff Responsible for Monitoring:</b> Special Programs Director	Formative		
	Nov	Feb	Apr
	 70%	 90%	
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide students with alternate forms of literature and instructional materials district-wide. <b>Strategy's Expected Result/Impact:</b> Increase in reading scores at all grade levels <b>Staff Responsible for Monitoring:</b> Special Programs Director	Formative		
	Nov	Feb	Apr
	 65%	 80%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** Special Population Students will be provided required supplemental supports to meet their full educational potential.

**Performance Objective 3:** Increase the number of students participating in the school lunch program at non-CEP campuses by 2% of lunches served by May 2024.







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




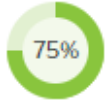




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase participation in lunch applications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase participation percentages</p> <p><b>Staff Responsible for Monitoring:</b> Child Nutrition Director, Federal Programs Director</p> <p><b>Title I:</b> 4.2</p>	Formative		
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Special Population Students will be provided required supplemental supports to meet their full educational potential.




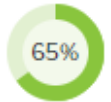
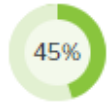



**Performance Objective 4:** Provide supplemental, evidence-based academic opportunities as well as social and emotional support for 100 % of Migrant, Homeless and Low-income students in 2023-2024









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









Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Offer alternative methods for credit accrual and recovery by providing multiple opportunities such as: credit by exam and credit recovery in grades 9th - 12th.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful course completion and graduation</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	 <p>10%</p>	 <p>45%</p>	
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Offer college experience opportunities for junior high and high school students</p> <p><b>Strategy's Expected Result/Impact:</b> Successful program Completion, students obtaining additional High School and College Credits</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	 <p>15%</p>	 <p>50%</p>	
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide home-based Migrant Education Program for 3 and 4-year-old identified Migrant students and their parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase PK Readiness skills</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, Migrant Home Educator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 212 - Title 1, Part C</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	 <p>10%</p>	 <p>50%</p>	









Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide homework assistance opportunities and tools for students to support the state's challenging standards in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve homework completion rates and improve grades</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 212 - Title 1, Part C</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide general supplies, social and emotional support services as well as instructional materials to assist in the social well-being and academic success of students.</p> <p><b>Strategy's Expected Result/Impact:</b> improve living situation and Social-Emotional well-being to positively impact academic performance for Migrant, Homeless and Foster Care Students.</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide "above and beyond" educational experiences to enhance the learning potential of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 212 - Title 1, Part C</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide academic support/materials to ensure school and college readiness in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved college readiness skills</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 212 - Title 1, Part C</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			



Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Implement recruitment efforts to identify new migrant families: NGS Reports, review late entry and early exit, use social media and surveys</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of identified Migrant Families</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, Migrant Staff</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide opportunity for Summer Enrichment Programs in academic, social-emotional and college and career readiness</p> <p><b>Strategy's Expected Result/Impact:</b> Improved grades and test scores</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.4, 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Implement strategies to encourage post-secondary enrollment through Career Awareness Club for High School, Jr. High and Elementary Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful post-secondary planning and enrollment</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 212 - Title 1, Part C</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Implement strategies to reach out to Migrant out of school youth to encourage high school completion.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful completion of High School Diploma or GED</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 212 - Title 1, Part C</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Provide training and support to Migrant/Homeless Students and their families on how to effectively use resources and tools to increase success in Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved achievement scores, High School completion</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Provide Supplemental instruction for students such as one-to-one tutoring, extended day tutoring and tutoring during the day in reading and math in grades K-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase proficiency in state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Establish a campus committee to ease transitions and establish procedures to lessen the adverse impact of movement for Homeless and Foster Care Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students are provided with academic and extra curricular opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 280-ARP Homeless</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 15 Details	Formative Reviews		
<p><b>Strategy 15:</b> Conduct parent meetings to provide information on academic success such as college and career readiness and graduation requirements as well as community resources available.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness and participation</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 212 - Title 1, Part C</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			








Strategy 16 Details	Formative Reviews		
<p><b>Strategy 16:</b> Provide childcare, transportation and light snacks to remove barriers and facilitate participation of families in meetings, workshops and conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation and skill acquisition.</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> materials and food - 211 - Title I, Part A, - 212 - Title I, Part C</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 17 Details	Formative Reviews		
<p><b>Strategy 17:</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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of credits</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 18 Details	Formative Reviews		
<p><b>Strategy 18:</b> Provide training to parents through PAC Meetings and other opportunities on the use of math and reading resources.</p> <p><b>Strategy's Expected Result/Impact:</b> increased knowledge of resources and improve student academic success</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 19 Details	Formative Reviews		
<p><b>Strategy 19:</b> Provide training to MEP staff on the use of reading and math resources and MEP Program updates.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Special Population Counselor</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 20 Details	Formative Reviews		
<b>Strategy 20:</b> Provide training/presentation to non- MEP staff on the Migrant Program <b>Strategy's Expected Result/Impact:</b> Increase knowledge of the Migrant Program by non-MEP staff <b>Staff Responsible for Monitoring:</b> Federal programs Director, MEP staff  <b>Title I:</b> 2.6	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 21 Details	Formative Reviews		
<b>Strategy 21:</b> Coordinate Migrant services with out of state Migrant offices and local Texas Migrant Interstate Program (TMIP) services <b>Strategy's Expected Result/Impact:</b> Student Success <b>Staff Responsible for Monitoring:</b> Federal programs Director, Migrant Staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** Special Population Students will be provided required supplemental supports to meet their full educational potential.

**Performance Objective 5:** Promote inclusive practices for all students served through IDEA by increasing RDA Performance levels from 70% to 75% by May 2024.







**Evaluation Data Sources:** RDA reports, Skyward Data and State Performance Plan Indicators.


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monitor services in the least restrictive environment (LRE) for students with severe behavioral and emotional disorders.  <b>Strategy's Expected Result/Impact:</b> Increase student LRE to the maximum amount of time possible.  <b>Staff Responsible for Monitoring:</b> Special Education Director and Coordinator</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Improve instructional practices provided in an inclusion setting.  <b>Strategy's Expected Result/Impact:</b> Increase the number of students meeting grade-level expectations.  <b>Staff Responsible for Monitoring:</b> Special Ed Director and Coordinator</p> <p><b>Equity Plan</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			






**Goal 3:** Ensure all students graduate prepared for college, career, and life while implementing comprehensive drop-out prevention measures.

**Performance Objective 1:** By June 2024, the district aims to improve the graduation rate from 97% to 99% for the all student group.

**Evaluation Data Sources:** Graduation Rates

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> District-level support to assist secondary campuses to monitor student progress and graduation plan fulfillment.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of credit checks, individual student's prescriptions, PGPs, and tracking of college and career readiness will support graduation fulfillment</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> District-level support to assist campuses in utilizing an effective Course/Credit Validation Analysis (CVA) process through the use of an external validation agency to evaluate foreign transcripts of recent immigrants.</p> <p><b>Strategy's Expected Result/Impact:</b> Expedited evaluation process of academic records or transcripts for out-of-country students to increase graduation opportunities</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Funding Sources:</b> Title III - 263 - Title III, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> District-level support to assist campuses in their efforts to educate students and parents on higher education admission processes to facilitate college transition, financial aid options, and scholarship opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved knowledge in higher education admission processes to facilitate student transition</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> District-level support to assist campuses in educating students about graduation options and programs available in our schools to promote college and career readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased completion of Foundation with Endorsements Graduation Plan, Distinguished Level of Achievement, Programs of Study, and Industry-Based Certifications</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> District-level support for students at-risk of not graduating through the Sharyland Alternative Education Center - Options Program. and Homebound services when necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of an individualized instructional plan for students using a collaborative transition process among campuses will support higher graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> District-level support to assist high school campuses in continuing dropout prevention efforts to reduce the rate from 0.1 % to 0.08% while implementing recovery programs and systems for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of Computer Assisted Credit Recovery Program, Credit by Exams, Specially Designed Intervention Courses will support Dropout Prevention</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> District-level support to assist campuses in the adoption of systems to monitor attendance and continue the implementation of truancy prevention strategies to enhance graduation rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of attendance monitoring systems will support higher graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> District-level support for teen parents to provide pregnancy-related services to encourage their continuity in school and reach graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Dropout prevention</p> <p><b>Staff Responsible for Monitoring:</b> District Counseling Director, District Federal Programs Staff, District Level Staff</p> <p><b>Title I:</b> 2.6</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			


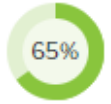

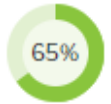






**Goal 3:** Ensure all students graduate prepared for college, career, and life while implementing comprehensive drop-out prevention measures.

**Performance Objective 2:** By June 2024, the district aims to increase the average attendance rate from 94.0% in 2022-2023 to 96.0%.

**High Priority**

**Evaluation Data Sources:** Distance attendance reports

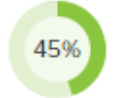



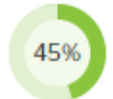



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> District-level support to assist campuses in monitoring their daily attendance rates to comply with local and state guidelines.  <b>Strategy's Expected Result/Impact:</b> Increased attendance rates and meet truancy compliance guidelines  <b>Staff Responsible for Monitoring:</b> District-Level Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> District-level support to assist campuses in adopting incentive programs to promote student attendance and achieve attendance targets.  <b>Strategy's Expected Result/Impact:</b> Increased district and campus attendance rates  <b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			






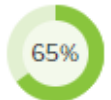


**Goal 3:** Ensure all students graduate prepared for college, career, and life while implementing comprehensive drop-out prevention measures.







**Performance Objective 3:** By June 2024, the district aims to increase the college, career, and military readiness rate from 76% to 88% for all graduating students.

**High Priority**

**Evaluation Data Sources:** State Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> District-level support to assist campuses in providing student resources to prepare for college/university entrance exams. <b>Strategy's Expected Result/Impact:</b> Increased number of students taking and passing college/university entrance exams <b>Staff Responsible for Monitoring:</b> District-Level Staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> District-level support to assist campuses in administering college/university entrance exams. <b>Strategy's Expected Result/Impact:</b> Increased number of students taking and passing college/university entrance exams <b>Staff Responsible for Monitoring:</b> District-Level Staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> District-level support to offer and promote HB5 College Preparatory Math and ELAR classes. <b>Strategy's Expected Result/Impact:</b> Improved students' college readiness <b>Staff Responsible for Monitoring:</b> District-Level Staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> District-level support to assist campuses in increasing the number of students passing Advanced Placement (AP) exams. <b>Strategy's Expected Result/Impact:</b> Increased number of students passing AP exams <b>Staff Responsible for Monitoring:</b> District-Level Staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			




Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> District-level support to increase the number of students enrolled in dual credit courses graduating with college credit hours.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved college transition</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> District-level support to assist campuses in increasing the number of students earning an Industry-Based Certification (IBC) for students enrolled in a Career and Technical Education program IBC course from 81% to 85%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of earned certifications</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> IBC Exams and Associated Resources - 199 - PIC 22 State CTE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> District-level support to assist campuses in increasing the number of students completing an Associate's Degree.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of earned Associate's Degrees</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> District-level support to assist campuses in increasing the number of students receiving special education services graduating with a completed IEP and workforce readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased employability skills training</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			








Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> District-level support to assist campuses in developing and implementing a plan that ensures all students receiving special education services graduate with an advanced graduation plan and distinguished level of achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased students graduating with an advanced graduation plan and DLA</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 - PIC 22 State CTE</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1:** By June 2024, the district will achieve 100% compliance with state curriculum standards by consistently utilizing locally-developed curricular documents.

**Evaluation Data Sources:** Walkthroughs  
 District Assessments  
 State Assessments  
 Industry-Based Assessments (IBCs)  
 Guiding Documents (YAGs, Scope and Sequence documents, Unit Plans, and Instructional Calendars)







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> District-level support to assist curriculum writers in designing and refining district curriculum to provide access and success for all students, specifically members of special population groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum documents that reflect strategies that address the needs of special population students</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Curriculum writing for CTE Courses - 199 - PIC 22 State CTE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> District-level support to assist campuses in establishing a process to monitor the implementation of the written curriculum and state standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined curriculum documents that reflect all current state standards, to include special population supports</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> District-level support to assist campuses in conducting instructional planning for effective curriculum implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhanced content knowledge and specificity through structured planning opportunities</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> District-level support to assist campuses in implementing vertical team planning in K-2 Reading Language Arts with a focus on phonics curriculum alignment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased K-2 vertical alignment in RLA</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.4, 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> District-level support to assist campuses in providing opportunities for Writing Across the Curriculum (WAC) in all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased writing scores and language proficiency in STAAR and TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> District-level support for the adoption of curriculum resources aimed at improving the teaching and learning of the adopted TEKS (Texas Essential Knowledge and Skills).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching and learning</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 2:** By June 2024, the district will increase the participation in 9th - 12th grade Advanced Placement classes from 19.2% to 25%.







**Evaluation Data Sources:** Texas Public High School Student Participation Reports, College Board Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> District-level support to assist campuses in increasing participation in AP courses while providing students with the necessary resources and materials to be successful when testing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in AP courses and increased number of students passing the AP exams</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> District-level support to assist campuses in increasing the number of students taking the AP assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students earning college credit through AP exams</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Funding Sources:</b> STC Tuition - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






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

**Performance Objective 3:** Support campuses in increasing the number of CTE course enrollment students from 70.1 % to 75%.

**Evaluation Data Sources:** District and State Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> District-level support to assist campuses in offering courses and programs that promote college and career planning and preparation, to include a sequence of courses in CTE Programs of Study that prepare students for in-demand, high-skill, and high-wage careers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students taking courses within a Program of Study to help them become better prepared for the college and/or career of choice</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Funding Sources:</b> Equipment, Materials, and Supplies - 199 - PIC 22 State CTE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> District-level support to assist campuses in continuing partnerships with colleges, technical schools, and business and industry partners to enhance our Career and Technical Education (CTE) course offerings and provide a wide variety of in-district and community-based work-based learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased work-based learning opportunities, to include career days, guest speaker presentations, job shadowing days, student mentorship program, business/industry tours, etc.</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Travel Expenses - 199 - PIC 22 State CTE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> District-level support to assist campuses in implementing our district-adopted career exploration software to offer students career exploration opportunities and the opportunity to make more informed course selections which are better aligned to their college and career goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased students' understanding of career opportunities that match their career interests, skills, and values</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Funding Sources:</b> Career Exploration Resource Renewal - 244 - Perkins Career &amp; Technical</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			









Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> District-level support to assist campuses in obtaining the Career and Technical Education program resources to support students in developing the knowledge, skills, and competencies necessary for a broad range of college and career opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved CTE program to include facilities, equipment, and innovative technologies</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Equipment, Materials, and Supplies - 199 - General Funds, Equipment, Materials, and Supplies - 244 - Perkins Career &amp; Technical</p>	Formative		
	Nov	Feb	Apr
			
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**Goal 5:** Qualified and highly effective personnel will be recruited, developed, and retained, via a highly qualified recruitment plan.

**Performance Objective 1:** Support all new employees in order to increase our new employee retention rate from 84.2% to 87% by the end of June 2024.

**Evaluation Data Sources:** SISD Personnel retention rates  
Exit interviews







Strategy 1 Details	Formative Reviews		
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain our staff and teachers. Provide our staff with quality professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for Human Resources and Student Support Services, Executive Director for Human Resources,</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Participate in regional job fairs to recruit highly effective teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit and hire highly qualified staff.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p> <p><b>Funding Sources:</b> HR Department, Principals, and Teachers - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct new employee orientation and cover employee policies and procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> New employees will understand and comply with SISD policies and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources, and District Departments</p> <p><b>Funding Sources:</b> Calendar, District Website, Risk Manager, Technology Department, and C &amp; I Department - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			


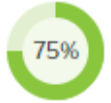






Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement a mentor system (for 0-3 years' experience) and buddy system (for 4+ new to the district) that provides instructional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers new to the profession will be given guidance and support through their first three years of service.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p> <p><b>Funding Sources:</b> Calendar of Activities, and C &amp; I Department - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Develop a mentorship program for job positions outside of the classroom with emphasis on new hires with a goal-oriented feedback system as a means to develop strong relationships within an organization.</p> <p><b>Strategy's Expected Result/Impact:</b> All employees will be given guidance and support when they transition to new positions.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources, District Directors, and Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Create staff development guidelines for teachers with 0-3 years experience and new to the district. (SP 1.3.2)</p> <p><b>Strategy's Expected Result/Impact:</b> New staff members will be provided quality professional learning opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction</p> <p><b>Funding Sources:</b> Stipend for mentor teachers - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Recruit and retain bilingual and ESL certified teachers to meet TEA certification requirements under chapter 89 of the Texas Administrative Code (TAC).</p> <p><b>Strategy's Expected Result/Impact:</b> Meet the certification requirements of chapter 89 of the TAC.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources Bilingual/ESL Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			










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






**Performance Objective 2:** Support and assist all existing employees in order to increase our existing employee retention rate from 88.1% to 91.0% by the end of June 2024.









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

Strategy 1 Details	Formative Reviews		
<p><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)</p> <p><b>Strategy's Expected Result/Impact:</b> SISD will be a positive, healthy work environment for all employees.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources Principals</p> <p><b>Funding Sources:</b> Selection Committees, Local Businesses, and Education Foundation - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development opportunities and resources for all special education staff, and general education teachers in the area of special education law, compliance, inclusivity, content, and SEL.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase SPED staff and general education teachers with the capacity and knowledge as reflected in student outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Special Education Director, Special Education Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Train professional and instructional staff on implementing highly engaged classroom strategies throughout the year aligned to grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> TTESS and walk-throughs that reflect highly engaged strategies being utilized.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Directors, Content Specialists, Instructional Coaches</p> <p><b>Funding Sources:</b> Consultants Materials/Resources, Eduphoria, Walk Through forms - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			


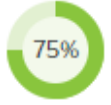
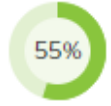





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide Bilingual/ESL and Special Education stipends to qualified personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> SISD will retain highly qualified staff in high need areas.</p> <p><b>Staff Responsible for Monitoring:</b> Federal Program Director, Bilingual/ESL Coordinator, and Special Education Director</p> <p><b>Funding Sources:</b> Aware, Skyward, Forethought, PEIMS Data, and Staff Development - 199 - General Funds, Aware, Skyward, Forethought, PEIMS Data, and Staff Development - 224 - IDEA, Part B - Formula</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement class-size reduction at selected elementary campuses in grades K-4th in August/September.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced class size and increase in student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources Director, Asst. Supt. for C &amp; I, Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide stipends for Master's degree in teaching field.</p> <p><b>Strategy's Expected Result/Impact:</b> SISD will retain highly qualified staff in high need content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p> <p><b>Funding Sources:</b> Board-approved Stipend Amount, Salary and Stipend Booklet, and Stipend Schedule - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Monitor student teacher ratios weekly to ensure compliance with 22:1 ratio and work to minimize the number of classrooms on waivers due to unanticipated growth. (Kinder-4th).</p> <p><b>Strategy's Expected Result/Impact:</b> Maximize student learning through appropriate class sizes.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources Asst. Supt. for C &amp; I</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Continue monthly Principals', Assistant Principals', and Administrators' Meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus administrators and district administrative staff will receive all necessary information and training to execute their job duties efficiently and effectively. They will be given guidance and opportunities to build their leadership capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Asst. Superintendents, and Department Directors</p> <p><b>Funding Sources:</b> District Policies, District Calendar, and TEA Resources - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Conduct a staff climate survey to obtain information on district strengths and weaknesses.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize climate survey results to address concerns on campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	N/A		
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Conduct an employee exit interview to obtain information on district strengths and weaknesses.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize feedback from exit interviews to improve our district practices and services.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Offer professional learning opportunities for staff on how to effectively communicate with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase productive parent teacher meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director, Special Populations Department, Parent Engagement Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Sustain a culture of excellence by recognizing employee worth through a variety of employee benefits. (SP 2.2.2)</p> <p><b>Strategy's Expected Result/Impact:</b> SISD employees will feel valued and appreciated.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p> <p><b>Funding Sources:</b> Retention Stipend for All Employees - 289 - Title IV</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Provide PD to campus administration and other campus personnel on various topics such as instructional delivery, differentiation for all learners, data analysis for continued improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in overall scores from assessment to assessment and campuses meet all targets in all domains on benchmarks/DPAs, STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> C &amp; I Staff, Student Support Services Staff, Principals, Assistant Principals, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Create staff development guidelines which promote alignment, consistency and professional growth. (SP 1.3.1)</p> <p><b>Strategy's Expected Result/Impact:</b> Staff development plan inclusive of all roles within SISD.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt. for Curriculum and Instruction, and Curriculum and Instruction Directors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 15 Details	Formative Reviews		
<p><b>Strategy 15:</b> Training on RDA (Results Driven Accountability) and aligning instruction to data.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement on the RDA indicators.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent Curriculum and Instruction, Curriculum Directors</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 16 Details	Formative Reviews		
<p><b>Strategy 16:</b> Reimburse or provide funding for Bilingual/ESL certification preparation course and examination fee.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of teachers with bilingual/ ESL certifications will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Federal Program Director, Bilingual ESL Coordinator</p> <p><b>Funding Sources:</b> Region One, and TExES Reviews - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 17 Details	Formative Reviews		
<p><b>Strategy 17:</b> Monitor and assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure all students are taught by teachers and paraprofessionals who are highly qualified in their grade level and subject area.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources, and Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 18 Details	Formative Reviews		
<p><b>Strategy 18:</b> Provide staff development opportunities for CTE teachers and staff to allow them to obtain updates on CTE curriculum, innovative practices, and newest technologies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher knowledge and ability to teach in their respective career cluster by allowing them to attend PD opportunities such as their respective summer conference, Region One workshops, and Academic Leadership Alliance (ALA) teacher externship program.</p> <p><b>Staff Responsible for Monitoring:</b> District Leadership &amp; Support Staff</p> <p><b>Funding Sources:</b> - 199 - PIC 22 State CTE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 19 Details	Formative Reviews		
<p><b>Strategy 19:</b> Continue Professional Learning Community (PLC)/Focus teams throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment of curriculum and targeted lessons based upon student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin., Lead Teachers, Content Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 20 Details	Formative Reviews		
<p><b>Strategy 20:</b> Provide coaching and curriculum support to teachers and interventions for students to address learning gaps</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student performance</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Curriculum Directors</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 282 - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 21 Details	Formative Reviews		
<p><b>Strategy 21:</b> Provide instructional coaching professional development and associated materials to all Instructional coaches, ESL Strategists, Campus Interventionists, and District Specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional support staff will be trained to provide coaching to teachers to improve classroom practices and ultimately increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for C &amp; I, Bilingual/ESL Coordinator, Federal Programs Director</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> Instructional Coaching PD and Books - 282 - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			












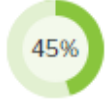
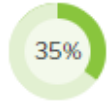



Strategy 22 Details	Formative Reviews		
<p><b>Strategy 22:</b> Provide curriculum based professional development that is relevant, effective and ongoing. (SP 1.1.1)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved specialized and targeted professional learning for all groups in our learning community to develop a better curricular understanding and improve student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> District Leadership &amp; Support Staff</p> <p><b>Funding Sources:</b> Strategic Plan - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 23 Details	Formative Reviews		
<p><b>Strategy 23:</b> Continue to provide professional development, curriculum resources and instructional supports for prekindergarten educators in order to ensure appropriate, consistent and high quality implementation of state-adopted curriculum (Prekindergarten Guidelines) and programming.</p> <p><b>Strategy's Expected Result/Impact:</b> All preschool teachers will be highly qualified in the area of early childhood education.</p> <p><b>Staff Responsible for Monitoring:</b> District Leadership &amp; Support Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 24 Details	Formative Reviews		
<p><b>Strategy 24:</b> Provide Staff Development opportunities to non-teaching staff to ensure compliance in their current assignment though updates and training that is relevant to their program/department.</p> <p><b>Strategy's Expected Result/Impact:</b> Highly qualified, trained staff</p> <p><b>Staff Responsible for Monitoring:</b> Department Directors, Executive Directors</p> <p><b>Funding Sources:</b> program funds - 211 - Title I, Part A - \$5,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	N/A	N/A	
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			






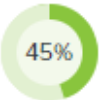




**Goal 6:** Sharyland students will demonstrate exemplary performance in state required assessments and college entrance exams.

**Performance Objective 1:** By June 2024, district will increase raw component score for STAAR performance from a 85 to 90 on state accountability measures.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Build leadership capacity of administrators to improve teacher and student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge, understanding and skill in goal setting and monitoring performance in all administrators.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Curriculum and Instruction, Curriculum Directors</p> <p><b>Funding Sources:</b> Staff Development - 255 - Title II, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Analyze test results from current and prior years to adjust the delivery of curriculum and instruction to meet the needs of all students and identified special needs students.</p> <p><b>Strategy's Expected Result/Impact:</b> Comprehensive Needs Assessment on areas of weakness. Action plans to address those areas.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Assessment, Principals, Special Ed. Director</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use data to differentiate instruction and vertically align for all regular education and special population students. Utilize action plans in the core subject areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses and district meet all targets in all domains, Benchmarks/ DPA, Comprehensive Needs Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Department staff, Campus Principals</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			











Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize research-based strategies and programs to improve student achievement on state/federal accountability systems.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmark/DPA scores, STAAR test scores improved.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Directors, Principals</p> <p><b>Funding Sources:</b> Intervention Programs, tutoring - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide targeted supplemental instruction for students identified with academic needs or who did not perform satisfactorily on STAAR/EOC assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement on benchmarks/DPA, STAAR Jr., and STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Curriculum and Instruction, Curriculum Directors</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> STAAR Tutorial Classes - 191 - State High School Allotment, STAAR Tutorial Classes - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Utilize test banks to develop benchmarks/DPA and review scores that address state standards and provide data to adjust instruction accordingly by using benchmarks/DPA and secondary semester exams aligned to state blueprints in core content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in overall scores from assessment to assessment and campuses meet all targets in all domains on benchmarks/DPAs, STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Directors, Content Specialists</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Continue to implement DPA Benchmarks for (K-2) twice a year to prepare students for STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> DPA Benchmark results by campus and district will improve and serve as a predictor for STAAR scores in 3rd grade.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Directors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Continue administering Data Point Assessments (DPA) in STAAR assessed areas and provide reporting tools that measure student achievement and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> DPAs will be utilized to monitor progress of students to ensure student success.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction, Curriculum Directors, &amp; Curriculum Specialists</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Increase percentage of students achieving masters level performance on STAAR/EOC for all assessments from 26% to 30% and earn the postsecondary distinction as a district.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of students receiving masters levels will increase by 4% on benchmarks/DPA, and STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Curriculum and Instruction, Curriculum Directors, &amp; Curriculum Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Monitor academic achievement of state performance domains: (1) the student achievement domain, (2) the school progress domain, and (3) closing the gaps domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase achievement results across the district</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for C&amp;I, Curriculum Directors</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 6:** Sharyland students will demonstrate exemplary performance in state required assessments and college entrance exams.

**Performance Objective 2:** By June 2024, increase the percentage of students meeting Texas Success Initiative criteria in ELA/Reading and Mathematics from 42% to 45%.




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





Strategy 1 Details	Formative Reviews		
<p><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 in the Fall and Spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will earn CCMR credit.</p> <p><b>Staff Responsible for Monitoring:</b> Director for Assessment &amp; Advanced Academics, Secondary Curriculum Director</p> <p><b>Funding Sources:</b> Class Offered, Program Purchase - 191 - State High School Allotment</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	 20%	 20%	
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to offer HB 5 College Prep courses in Fall and Spring semesters.</p> <p><b>Strategy's Expected Result/Impact:</b> Pass the College Prep course.</p> <p><b>Staff Responsible for Monitoring:</b> Director for Assessment &amp; Advanced Academics, Secondary Curriculum Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	 25%	 70%	
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to administer the SAT test to all Juniors during the spring of their junior year free of charge.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students meeting or exceeding state criterion on SAT.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Supt for C&amp;I, Director of Assessment</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	 20%	 40%	
 No Progress  Accomplished  Continue/Modify  Discontinue			


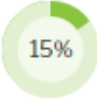




**Goal 7:** Sharyland ISD will provide a safe, secure, and healthy environment for staff and students.

**Performance Objective 1:** An effective student management framework will be developed to emphasize Positive Behavior Interventions and Support (PBIS) in order to reduce behavior incidents by 3% by the end of June 2024.

**Evaluation Data Sources:** Campus and District Discipline Reports

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

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide presentations, staff development and resources to campuses, district, and community to improve parent/child communication, student support through individual/ small group counseling and more effectively address identified student safety areas such as : hazing, suicide prevention, dating violence, sexual abuse, verbal aggression, sexual harassment, sex trafficking, violence prevention/ intervention, bullying/cyber bullying, misuse of internet/technology resources, trauma and grief informed care, and other maltreatment of children.</p> <p><b>Strategy's Expected Result/Impact:</b> Bring awareness and reduce incidences through counseling lessons and interventions</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services</p> <p>Director for Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Track discipline data quarterly to analyze events and evaluate actions to strategically monitor discipline referral of special education and Section 504 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce discipline incidences for special education and 504 students</p> <p><b>Staff Responsible for Monitoring:</b> Director for Special Education Director of Special Programs Director for Counseling Principals Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implement conflict resolution programs on campus.??? ELEM COUNSELORS LESSONS</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals as recorded in the PEIMS 425 record.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Director for Counseling Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Adopt and implement a character education program for K-12 which includes positive character traits. Elementary and junior high utilize Capturing Kids Hearts. The high school uses Character Strong. Two Word Curriculum via extracurricular activities (secondary).</p> <p><b>Strategy's Expected Result/Impact:</b> Provide students with monthly counseling lessons that address the different character traits of the curriculum used</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Director for Counselor</p> <p><b>Funding Sources:</b> - 282 - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			




Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Report out of school suspensions to include information on the basis of the suspension, the student's identifying information, and the days the student was suspended.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce inconsistencies in reporting</p> <p><b>Staff Responsible for Monitoring:</b> District PEIMS Director Principals Asst. Principals PEIMS Clerks</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Ensure that students who are homeless are not placed in out of school suspension unless the student engages in conduct related to weapons, drugs and violent offenses as stated on HB692 (c) (1-3) while on campus or attending a school-related activity on or off the school property. The campus discipline administrator must work with the district's Homeless Liaison to identify appropriate alternatives to out of school suspension.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce out of school suspensions for students who are homeless</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Assistant Principal, Homeless Liaison</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
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**Goal 7:** Sharyland ISD will provide a safe, secure, and healthy environment for staff and students.

**Performance Objective 2:** Reduce the involvement of students in gang-related activities, bullying, and drug use by 3 - 5% as measured by district discipline reports by end of June 2023.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide information and presentations to students that support the Sharyland ISD safe schools initiatives, including topics such as: gang violence, bullying, and substance abuse</p> <p><b>Strategy's Expected Result/Impact:</b> Bring awareness and intervention through counseling lessons and discussions through the athletic programs</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of C&amp;I Principals Assistant Principals Director for Counseling Counselors P.E. Coaches Athletic Director</p> <p><b>Funding Sources:</b> Team Matrix Model -Tuesday Night, Counseling Session Teen Intervene Program "Rattlers Choose to Care", SHAC, Red Ribbon Activities-Random drug testing policy, Rattlers Guiding Rattlers Striking News - 265 - Title IV, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><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)</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of students involved in drug-related incidences</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Services Director of Counseling Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><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)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to contribute to society in a positive and productive manner</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Counselors SHAC committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			



No Progress



Accomplished



Continue/Modify






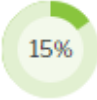

Discontinue




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







**Performance Objective 3:** Create and maintain a safe school environment that supports the positive, physical, and emotional well-being of students & staff by reducing incident reports by 3% as measured by district reports by end of June 2024.

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

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

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Establish a comprehensive district support system in alignment with the district code of conduct in order to foster academic integrity for all Sharyland ISD students. (SP 3.3.1)</p> <p><b>Strategy's Expected Result/Impact:</b> Bring awareness and implement academic integrity with our students</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources Principals Deans Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Establish a comprehensive district support system in alignment with the district code of conduct in order to foster social integrity for all Sharyland ISD students. (SP 3.3.2)</p> <p><b>Strategy's Expected Result/Impact:</b> Bring awareness to social integrity through lessons in an effort to produce well-rounded students</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent for Student Services Executive Director of Counseling Director for Counseling Principals Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The district will include a policy on responding to an active shooter emergency as part of it's multi-hazard emergency operations plan, in addition to providing training to staff and school district peace officers.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of protocol during an active shooter emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Student Services Executive Director of Student Services Director of Facilities/Risk Management Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			







Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Establish and train a Threat Assessment and Safe and Supportive School Team at each campus to implement the policies and procedures established by the Texas School Safety Center to include physical and psychological safety, crisis response, threats in schools, and school climate.</p> <p><b>Strategy's Expected Result/Impact:</b> District guidelines and handbook on policies and procedures established by the Texas School Safety Center</p> <p>Implement a proactive approach to incidences at the campus level</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Support Services Executive Director of Student &amp; Support Services Director of Facilities/Risk Management Principals LSSP's Director for Counseling Counselors Nurses</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> The district may employ security personnel and/or utilize a local law enforcement agency to provide protection, safety, and law enforcement intervention for anyone within the jurisdiction of the peace officer and the school district property.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of incidences</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Support Services Executive Director of Student and Support Services Director of Facilities/Risk Management</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> The district and campus will provide awareness to staff to ensure that the use of adverse techniques (interventions which cause significant physical or emotional discomfort or pain) are not inflicted on a student.</p> <p><b>Strategy's Expected Result/Impact:</b> Prevent adverse technique incidences between students and staff</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Student Support Services</p> <p>Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Support campuses in encouraging student involvement in Career and Technical Student Organizations (CTSO's) to foster student competition and leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> Better developed student leaders, and more well-rounded students</p> <p><b>Staff Responsible for Monitoring:</b> District Leadership &amp; Support Staff</p> <p><b>Funding Sources:</b> - 199 - PIC 22 State CTE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> District-level support to assist campuses in their efforts to promote and increase students' participation in extracurricular activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Engagement and Sense of Belonging.</p> <p><b>Staff Responsible for Monitoring:</b> District-Level Staff, Campus Leadership Team, Counselors, Sponsors, and Athletic Staff.</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Upgrade the current mechanical heating, ventilation and air-conditioning system to improve indoor air quality in school facilities</p> <p><b>Strategy's Expected Result/Impact:</b> improved indoor air quality</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Maintenance</p> <p><b>Funding Sources:</b> - 282 - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 4:** Increase student, staff, and parents' satisfaction rate by 5% by offering awareness of mental health interventions by end of June 2024.




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

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

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

**Performance Objective 5:** Increase communications with parents and community members by 3% by utilizing multiple communication methods to address discipline matters through the end of May 2024.

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

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





No Progress



Accomplished



Continue/Modify












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

**Performance Objective 6:** In addition to other discipline management techniques, Sharyland ISD will provide a Disciplinary Alternative Education Program (DAEP), throughout the entire school year, that will support student needs to reduce behavior incidents by 3% thus resulting in serving fewer days than official length assignments through May 2024.

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




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








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

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

**Performance Objective 7:** Establish comprehensive nursing and crisis team protocols on injury prevention, response management, and treatment care for our students and staff and thus reduce incidences by 3% through June 2024.

**Evaluation Data Sources:** Clinic incident reports






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

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The district School Health Advisory Council Committee will recommend appropriate grade level curriculum and instruction on the topic of opioid addiction, abuse, and treatment.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of opioid related incidences</p> <p><b>Staff Responsible for Monitoring:</b> District Charge Nurse District SHAC members Director of Counseling Counselors Nurses</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The district School Health Advisory Council Committee shall develop strategies to increase parental awareness on the early warning signs of suicide, behavioral and mental health concerns, and substance abuse disorders.</p> <p><b>Strategy's Expected Result/Impact:</b> Prevention of incidences across the district</p> <p><b>Staff Responsible for Monitoring:</b> District Charge Nurse Director for Counseling District SHAC members Counselors Nurses</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> School Resource Officers (SRO) shall perform duties as described in the MOU with City of Mission Police Department. A SRO shall not be assigned routine classroom discipline or administrative tasks. Specific duties can be found in the SISD Student Code of Conduct.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of safety program.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Facilities and Risk Management</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
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**Goal 7:** Sharyland ISD will provide a safe, secure, and healthy environment for staff and students.

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











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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish a Comprehensive School Counseling Program at each campus developed by the Texas Counseling Association.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Comprehensive School Counseling Program benefits students, staff, administrators, and parents. It will improve academic, social, and emotional well-being by identifying barriers to learning thus impacting all children.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal            Principal            Counselor            Director For Counseling            Assistant Superintendent for Student Support</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

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

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




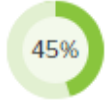




**Goal 8:** Technology will be implemented and upgraded to increase effectiveness of student learning, instructional management, staff development, administration and security.

**Performance Objective 1:** For the school year 2023-2024, the district aims to implement cutting-edge technology and instructional software to impact student success.

**Evaluation Data Sources:** Evaluated based on our District Strategic Plan and Little SIS Usage Reports, Pearson, HMH and Instructional Software Specialist

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to make informed data based decisions based on usage reports and student outcomes.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Evaluate the acquisition and renewal of software based on the evidence of usage. Purchases will be intentional and we will maximize the use of programs that we have purchased.</p> <p><b>Strategy's Expected Result/Impact:</b> Evaluation of any renewal for any current platforms will be based on usage reports for software that has been implemented. Decisions will be based on reports by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer, Asst. Superintendent for Curriculum and Instructional Software Specialist</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> Kami Renewal - 211 - Title I, Part A, Sirius Education/EOC Test Preparation Software license - 199 - PIC 24 State Comp Ed, IXL Site license - 199 - PIC 24 State Comp Ed, Progress Learning Instructional software license PK-5 - 199 - PIC 24 State Comp Ed, EOC Test preparations Software/Additional licenses - 199 - PIC 24 State Comp Ed, IXL Math and ELA Site license - 199 - PIC 24 State Comp Ed, District and Campus Improvement Plan Software - 199 - General Funds, District Software Licenses - 199 - General Funds</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement technology tools and software effectively to optimize early intervention systems, which will have a significant impact on the district's state and federal accountability measures and improve quality data.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved accountability</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer, Asst. Superintendent for Curriculum and Instructional Software Specialist, C&amp;I Personnel</p>	Formative		
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			








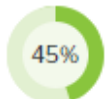
**Goal 8:** Technology will be implemented and upgraded to increase effectiveness of student learning, instructional management, staff development, administration and security.










**Performance Objective 2:** By June 2024, increase technology tool availability by 25% in order to enhance teaching and learning.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** This should be an ongoing objective from year to year as new instructional platforms are made available to teachers and students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and implement training and support programs for all students, staff and parents that targets digital citizenship.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive knowledge of Digital Citizenship through the use of Learning.com. We will reach out to our current parent learning community to invite them to Technology Tuesday's and other district parent meetings. Topics include Digital Citizenship lessons and additional resources available to share with their children.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Student Services &amp; Community Involvement, Instructional Software Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to provide training and awareness regarding free cloud based storage for students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents, students and staff will be informed of our cloud based platforms such as Google Drive and other Google Workspace platforms that students and staff can use to save and share their work.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Software Specialist, Chief Technology Officer</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Offer district support at each campus to optimize the use of Google Workspace for staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased video usage i.e. (Edpuzzle, Screencastify, Kami) and storage utilization for students and staff measured by Google Workspace reports. Enhanced individual learning plans (TTESS).</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Software Specialists, Chief Technology Officer, Campus Tech Reps</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase awareness of SAMR model for proper use of technology integration into lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> We will offer continued support to all teachers via online and onsite training to help teachers with technology best practices to implement within their learning experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Software Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement tools to help students develop original thinking skills through academic writing and online research efforts</p> <p><b>Strategy's Expected Result/Impact:</b> Produce original writing work to improve grades and test scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean and teachers,</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	N/A		
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide a safe cloud environment for student devices that can block harmful behaviors and be monitored effectively</p> <p><b>Strategy's Expected Result/Impact:</b> filtered Internet for student devices</p> <p><b>Staff Responsible for Monitoring:</b> CTO, Network Admin, Computer Services Admin, Campus Technicians</p> <p><b>Funding Sources:</b> - 281 - ESSER II</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









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

**Performance Objective 3:** By June 2024, aim to improve access to technology tools by 25% to increasing the efficiency of administrative and support staff across diverse systems.

**Evaluation Data Sources:** Data usage reports from Admin Console.

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** This objective should be removed as all our district workflow is already done through Google Workspace.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use cloud based applications such as Google Drive to increase staff productivity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased data migration to Google Workspace.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer, Instructional Software Specialists, Network Services Coordinator,</p> <p><b>Funding Sources:</b> laptops for teachers and campus staff - 255 - Title II, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Transition to a digital process with the ability to create, submit, and approve digital forms in an effort to facilitate the approval flow and eliminate paper-based processes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase form flow effectiveness and improve health and safety procedures</p> <p><b>Staff Responsible for Monitoring:</b> Chief Data Analyst, Chief Financial Officer, Chief Technology officer</p> <p><b>Funding Sources:</b> - 281 - ESSER II</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



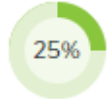





**Goal 8:** Technology will be implemented and upgraded to increase effectiveness of student learning, instructional management, staff development, administration and security.

**Performance Objective 4:** By June 2024, the district will enhance the educational technology ecosystem by updating and monitoring all tech infrastructure to ensure it remains responsive to evolving needs.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Our yearly goal is to update network infrastructure to enhance learning access for teachers and students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create a comprehensive technology hardware and software replacement plan that addresses safety, security and program updates (SP 4.1.1.4).</p> <p><b>Strategy's Expected Result/Impact:</b> A comprehensive equipment replacement plan that perpetually ensures that all schools are equipped with adequate, secure and updated technology resources for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer, Computer Services Coordinator, Network Services Coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 281 - ESSER II</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Assess the feasibility of employing campus technology representatives to serve as on-site technology liaisons.</p> <p><b>Strategy's Expected Result/Impact:</b> This will be analyzed through, Help-desk reports, district technology meetings, campus feedback, and technology surveys completed by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Software Specialist, Chief Technology Officer, Campus Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










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

**Performance Objective 5:** By June 2024, the district will provide ongoing, high-quality professional development opportunities to ensure that our staff is well-equipped in the field of instructional technology.

**Evaluation Data Sources:** Evaluated based on our District Strategic Plan and Little SIS Usage Reports, Pearson, HMH and Instructional Software Specialist reports.

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Support for educators will remain available throughout the summer and will be extended to the next school year.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish a central online hub with lessons to help teachers enhance their proficiency in online learning tools.</p> <p><b>Strategy's Expected Result/Impact:</b> An expanded repository of of how-to videos, guides and strategies for self-paced training and support.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Software Specialists, Chief Technology Officer, Webmaster</p> <p><b>Funding Sources:</b> Laptops for teachers and campus staff - 255 - Title II, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Schedule ongoing training with Instructional Software Specialist at each campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Goals include continual, measurable, and sustainable training for all district platforms such as Google Workspace, Pearson, Progress Learning IXL, etc. The focus is to help teachers become familiar with all our district resources so that they can create additional learning experiences for their students.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer, Instructional Software Specialists, and Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
	N/A		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Offer additional AWARE training to demonstrate how to gather data to help with lesson planning. This will help teachers with addressing new T-TESS evaluation system, specifically on Dimension 1.2.</p> <p><b>Strategy's Expected Result/Impact:</b> This will help teachers become better acquainted with their students academic data and metrics to make informed decisions about curriculum to provide additional support.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Assessment, Research and Evaluation</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for District Improvement Plan

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Domingo Galvan	Drop out Prevention Specialist	1
Jennifer Shea Marquez	SCE Specialist	1
vacancy	Teacher/ACC Ed.	1

# Title I Personnel

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

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



# District Funding Summary

191 - State High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	5	STAAR Tutorial Classes		\$0.00
6	2	1	Class Offered, Program Purchase		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Light snacks for parent meeting		\$0.00
1	2	5	Light snacks for parent meetings		\$0.00
2	1	11	OEYP		\$0.00
3	1	3			\$0.00
4	2	2	STC Tuition		\$0.00
4	3	4	Equipment, Materials, and Supplies		\$0.00
5	1	2	HR Department, Principals, and Teachers		\$0.00
5	1	3	Calendar, District Website, Risk Manager, Technology Department, and C & I Department		\$0.00
5	1	4	Calendar of Activities, and C & I Department		\$0.00
5	1	6	Stipend for mentor teachers		\$0.00
5	2	1	Selection Committees, Local Businesses, and Education Foundation		\$0.00
5	2	3	Consultants Materials/Resources, Eduphoria, Walk Through forms		\$0.00
5	2	4	Aware, Skyward, Forethought, PEIMS Data, and Staff Development		\$0.00
5	2	6	Board-approved Stipend Amount, Salary and Stipend Booklet, and Stipend Schedule		\$0.00
5	2	8	District Policies, District Calendar, and TEA Resources		\$0.00
5	2	16	Region One, and TExES Reviews		\$0.00
5	2	22	Strategic Plan		\$0.00
6	1	4	Intervention Programs, tutoring		\$0.00
6	1	5	STAAR Tutorial Classes		\$0.00
6	1	6			\$0.00

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	8			\$0.00
7	4	1	HB 1041, HB 2186, Team Leadership, -Rattlers Guiding Rattlers, Children Advocacy Centers, Child Protective Services, Sharyland ISD Student/Parent Handbook, Outside Resources		\$0.00
7	5	2	District's Calendar of Events, Sharyland ISD Parent/Student Handbook		\$0.00
8	1	1	District Software Licenses		\$0.00
8	1	1	District and Campus Improvement Plan Software		\$0.00
<b>Sub-Total</b>					\$0.00
199 - PIC 22 State CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	6	IBC Exams and Associated Resources		\$0.00
3	3	9			\$0.00
4	1	1	Curriculum writing for CTE Courses		\$0.00
4	3	1	Equipment, Materials, and Supplies		\$0.00
4	3	2	Travel Expenses		\$0.00
5	2	18			\$0.00
7	3	9			\$0.00
<b>Sub-Total</b>					\$0.00
199 - PIC 24 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9	Science supplies for SCE students/Biology		\$10,280.00
2	1	9	calculators for SCE students		\$4,350.00
8	1	1	EOC Test preparations Software/Additional licenses		\$0.00
8	1	1	IXL Math and ELA Site license		\$0.00
8	1	1	IXL Site license		\$0.00
8	1	1	Sirius Education/EOC Test Preparation Software license		\$0.00
8	1	1	Progress Learning Instructional software license PK-5		\$0.00
<b>Sub-Total</b>					\$14,630.00

199 - PIC 25 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Summer School and Tutoring		\$0.00
2	1	9			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Translation Services		\$0.00
1	2	7	Headphones, books, etc.		\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	4	5			\$0.00
2	4	6			\$0.00
2	4	7			\$0.00
2	4	10			\$0.00
2	4	11			\$0.00
2	4	13			\$0.00
2	4	15			\$0.00
2	4	16	materials and food		\$0.00
5	2	24	program funds		\$5,000.00
8	1	1	Kami Renewal		\$0.00
8	2	5			\$0.00
<b>Sub-Total</b>					\$5,000.00
212 - Title 1, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3			\$0.00
2	4	4			\$0.00
2	4	6			\$0.00
2	4	7			\$0.00
2	4	10			\$0.00
2	4	11			\$0.00
2	4	15			\$0.00

212 - Title 1, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	16			\$0.00
<b>Sub-Total</b>					\$0.00
224 - IDEA, Part B - Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Summer School		\$0.00
2	1	9	Specialized consultants and staff		\$0.00
5	2	4	Aware, Skyward, Forethought, PEIMS Data, and Staff Development		\$0.00
<b>Sub-Total</b>					\$0.00
244 - Perkins Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Career Exploration Resource Renewal		\$0.00
4	3	4	Equipment, Materials, and Supplies		\$0.00
<b>Sub-Total</b>					\$0.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	13			\$0.00
6	1	1	Staff Development		\$0.00
8	3	1	laptops for teachers and campus staff		\$0.00
8	5	1	Laptops for teachers and campus staff		\$0.00
<b>Sub-Total</b>					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Title III		\$0.00
<b>Sub-Total</b>					\$0.00
265 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	2	1	Team Matrix Model -Tuesday Night, Counseling Session Teen Intervene Program "Rattlers Choose to Care", SHAC, Red Ribbon Activities-Random drug testing policy, Rattlers Guiding Rattlers Striking News		\$0.00

265 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	4	1	HB 1041, HB 2186, Team Leadership, -Rattlers Guiding Rattlers, Children Advocacy Centers, Child Protective Services, Sharyland ISD Student/Parent Handbook, Outside Resources		\$0.00
<b>Sub-Total</b>					\$0.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	12	Retention Stipend for All Employees		\$0.00
<b>Sub-Total</b>					\$0.00
282 - ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	1	3			\$0.00
2	1	9			\$0.00
5	2	20			\$0.00
5	2	21	Instructional Coaching PD and Books		\$0.00
7	1	3			\$0.00
7	1	7			\$0.00
7	3	11			\$0.00
7	9	1			\$0.00
<b>Sub-Total</b>					\$0.00
281 - ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	3	2			\$0.00
7	9	1	working stations for additional staff, additional tables to reduce number of people at each table		\$0.00
7	9	2			\$0.00
7	9	3			\$0.00
8	2	6			\$0.00
8	3	2			\$0.00
8	4	1			\$0.00
<b>Sub-Total</b>					\$0.00

280-ARP Homeless					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	14			\$0.00
<b>Sub-Total</b>					\$0.00