Sudan ISD
District Improvement Plan

Scott Harrell, Superintendent
2024-25

Planning and Decision-Making Team

Name	Role
Flora Rubio	Parent
Monty Edwards	Business
Shawnda Martin	Community
Tara Provence	Community/Parent
Tim Rodriguez	Community/Parent
Alma Castillo	Community
Vince Montes	Parent
Misty Garza	Parent
Garrett Tully	Teacher
Tonja Edens	Teacher
Joyce Welty	Teacher
Breanne Carter	Teacher
Chrissy Bass	Teacher
Kayela Harrell	Counselor
Meagan Sowder	Counselor
Jonathan Robertson	Teacher
Leigh Thomason	Teacher
Kelsi Carlson	Vocational Education Teacher
Piper Sorenti	Teacher
Kami Groetken	Teacher
Daniel Gutierrez	Teacher
Gordon Martin	Principal
DeAnn Wilson	Principal
Scott Harrell	Superintendent/Chair

Sudan ISD Vision Statement

Sudan ISD believes in:

Community
Integrity
Innovation
Tradition

We cultivate an environment where education is handmade, equipping students with the tools to be resilient, capable citizens.

Sudan ISD Main District Goals

Sudan ISD will manage resources to adequately fund school programs while maintaining financial soundness.

Sudan ISD will create an environment that attracts, retains, and supports passionate teachers that embody the district's values and vision.

Sudan ISD will provide each student the opportunity of active engagement for a successful school experience that will foster the love of learning.

Sudan ISD Direct Goals and Objectives

Goal 1: All students, including the target populations, will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success

    Objective 1: All Sudan ISD students, including target populations, will demonstrate increases in student performance on STAAR/EOC Reading/ELA to meet or exceed state standard

    Objective 2: All Sudan students, including target populations, will demonstrate increases in academic performance on STAAR/EOC Math to meet or exceed state standards

    Objective 3: All Sudan students, including target populations, will demonstrate increases in academic performance On STAAR/EOC writing to meet or exceed state standards

    Objective 4: All Sudan students, including target populations, will demonstrate increases in academic performance On STAAR/EOC Science and Social Studies to meet or exceed state standards

    Objective 5: All Sudan students, including target populations, will take the Pre ACT, ACT/SAT and will exceed 70%; and of those, 50% or more will meet or exceed state criterion scores

    Objective 6: All Students in Special Programs will meet or exceed state standards as indicated by the TAPR report.

    Objective 7: Students will take technology-related courses and use technology in classes that will enable them to be successful members of society

Goal 2: Students will demonstrate behaviors that support academic success

    Objective 1: The retention rate will be reduced for all student groups

    Objective 2: Sudan will have a reduced number of disciplinary referrals from the previous year

    Objective 3: Sudan ISD will achieve and maintain a drop-out rate of 0% for all students and all student groups

    Objective 4 Sudan ISD will achieve and maintain an attendance rate of 98% or higher

    Objective 5: Students will participate in programs to improve their self-esteem as evidenced by surveys and incident reports

Goal 3: Sudan teachers will be provided technology and professional development to ensure student academic success

    Objective 1: Teachers will participate in intensive, sustained, research-based staff development in the areas of technology, TEKS, and STAAR/EOC

Goal 4: Sudan ISD will develop a partnership with parents and all stakeholders to educate students to their highest level of academic success while fostering positive social, cultural, and emotional development.

    Objective 1: Sudan will involve all parents in their children's education as measured by documented contacts

Sudan ISD

Target Populations

Economically Disadvantaged
African-American
Hispanic
White
Migrant
Male
Female
At-Risk
Homeless
Limited English Proficient

Special Programs

Career and Technology Education (CTE)
Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
High School Allotment
Special Education (SPED)
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (Title I)
Title II, Part A: Teacher & Principal Training and   Recruiting (TPTR)
Title III: Limited English Proficient (Shared Services Arrangement)
Title IV: Student Support and Academic Enrichment

Goal 1: All students, including the target populations, will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success.

Objective 1: All Sudan ISD students, including target populations, will demonstrate increases in student performance on STAAR/EOC Reading/ELA to meet or exceed state standard.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Continue Reading Renaissance (RR) for daily practice reading	Reading Staff	Daily	TIA, TIV Local	RR computer Tests STAAR	STAR TPRI
Continue Schoolwide Title I program	Principal	Daily	TIA	6 weeks grades	STAAR TPRI
Schedule 2 periods for reading for PK-3 for intense, individualized instruction as needed utilizing a multitude of differing curriculum and programs Benchmarking- Eduphoria Assessment & Diagnostic	PK-3 T Resource T	Daily and summer	TIA, TIV Local	T Observation STAR Early Literacy	TPRI Scholastic School Readiness Star Early Literacy ITBS
	RtI Teacher	Daily			
	Teachers	Each 6 Weeks	Local	Teacher Tests	State Assessments

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
	Reading Teachers	Each 6 Weeks	Local	6 Week Scores	State Assessments
Engage Parents • Send STAR Reading Reports • Renaissance Reports • TPRI Reports • Other Reports	Teachers	Each 6 weeks	Local	Renaissance Reports	STAR
Notify parents of PK program for eligible students • by newspaper and posted bulletins • In English/Spanish	Principal	Spring	Local	Notification draft	Notification documents
Prioritize TEKS objectives during classroom instruction and provide Tutorials before/after school	Math Teachers	January through April Testing Date.	High School Local $4,000	Teacher made and Released STAAR tests for Pre and Post-tests.	Released STAAR/ EOC Exam View Computer Software Teacher Made Tests. Graphing calculators Local; Measuring Up; Moodle;
Teachers and Students will be provided test-taking strategy training.	Core subject teachers	Two weeks prior to STAAR test	Local Curriculum Contract	Teacher observation Pre test STAAR	STAAR/ EOC

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
			Titile I, Title II, TPTR		
Provide Review Classes for students not mastering STAAR/EOC objectives	Math teachers	August until STAAR	Local	Teacher observations	STAAR/ EOC
Implement vocabulary & literary element workbooks & applications	ELA teachers	Released STAAR tests Teacher observations.	Local High School Allotment	Local	STAAR/ EOC
Prioritize TEKS objectives during classroom instruction	Teachers	Teacher made and Released STAAR tests for Pre-and Post- tests.	January through March Testing Date.	Local	Released STAAR tests.
Train Teachers to provide test-taking strategies	Teachers	Teacher observation Pre-test STAAR	Two weeks prior to STAAR test	Title I & II TPTR	STAAR/ EOC
Provide reviews with release STAAR/EOC tests and study guides	ELA teachers	Teacher tests	August – April	Local	STAAR/ EOC
Accelerated Instruction Plans	Teachers	Teacher tests	Quarterly	Local	State assessments
Peer Editing	Teachers	Teacher tests	Quarterly	Local	State assessments

Goal 1: All students, including the target populations, will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success.

Objective 2: All Sudan students, including target populations, will demonstrate increases in academic performance on STAAR/EOC Math to meet or exceed state standards.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Target problem solving strategies and applications • Use games & manipulatives • Peer tutoring • Accelerated instruction • Math Facts in a Flash • Target measurements/ estimation • STAAR Target practice in 2-7 classrooms daily • Hold vertical alignment meetings K-7 • Schedule additional period for K-7	Math teachers Math Team Leader	Daily Monthly	Local TIA $4,000 High School Local Local	TOPS reports AMI reports Progress Reports	TPRI STAAR STAR ITBS Scholastic School Readiness
Provide RtI for additional period	Principal	August	Local	Progress Reports	STAAR
Review classes for students not mastering STAAR objectives	ELA teachers	August	Local	Released STAAR tests Teacher observations.	STAAR/ EOC

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success.

Objective 2: All Sudan students, including target populations, will demonstrate increases in academic performance on STAAR/Math to meet or exceed state standards

Strategies	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Prioritize TEKS objectives during classroom instruction	Local	Teacher made and Released STAAR tests for Pre-and Post- tests.	January through March Testing Date.	Math teachers	Released STAAR tests.
Train Teachers to provide test-taking strategies	Title I & II TPTR $500	Teacher observation Pre-test STAAR	Two weeks prior to STAAR test	Administrator	STAAR/ EOC
Provide reviews with release STAAR tests and study guides	Local High School Local $500	Teacher tests	August – April	Math teachers	STAAR/ EOC
Go Math Curriculum, Lonestar Target, Education Galaxy, & Imagine Math 3-8	Local TIA, TIV	Teacher tests	Quarterly	Teachers	State assessments
Peer Editing	Local	Teacher tests	Quarterly	Teachers	State assessments

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success.

Objective 3: All Sudan students including target populations will demonstrate increases in academic performance on STAAR/EOC writing to meet or exceed state standards.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Align grades K-7 to implement consistent strategies and target writing objectives • Provide local teacher training • Presented by teachers • Use Various Writing Programs • Individualized to student needs • Benchmarking • Departmental and Cross Curricular Meetings and Workshops	Writing teachers	June-September	Local TII	Training planned and scheduled	Training sign in sheets STAAR writing
Encourage participation in UIL, Reading Readiness, Spelling and Grammar	Teachers	Fall	Local	List of students involved	Students participating
Prioritize STAAR/EOC writing objectives during classroom instruction	ELA teachers Core subject teachers	August-May	Local TITLE I High School Local $250	Teacher made and Released STAAR tests for Pre and Post tests.	Released STAAR tests.
Strategies	**Staff**	**Timelines**	**Resources**	**Formative**	**Summative**

		Responsible				Evaluation	Evaluation
Curriculum & Programs Use Empowering Writers Program for writing 2-4 & iStation Pk-7		Writing Teachers Administrator	Aug-May	Local		Teacher Observation Writing Benchmarks iStation Reports	Training sign in sheets STAAR writing
Emphasize the development of writing skills in all classes using STAAR/EOC study guides		Entire faculty	August - May	Local TIA & TII $300		Use of writing exercises in all classes. STAAR writing material	STAAR/ EOC Writing exams
Provide reviews with released tests and auxiliary reading materials		ELA teachers	August – March	Local High School Local $500		Open ended questions and teacher made tests	STAAR/ EOC

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success.

Objective 4: All Sudan students including target populations will demonstrate increases in academic performance on Science and Social Studies STAAR/EOC to meet or exceed state standards.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Add additional time per week for science TEKS in 5th	Administrator	Weekly	Local	6 Weeks grades Benchmarking	STAAR
Align curriculum at K-7 grades for STAAR /TEKS objectives	Science teachers	Monthly	Local	Curriculum meetings	STAAR TSDS
Curriculum & Programs STEMScopes K-8 Science Scholastic News Education Galaxy	Science Teachers	Monthly	Local TIA TIV	Lesson Plans STEMScopes Reports Education Galaxy Reports	STAAR/EOC
Provide students and Teachers with training in test-taking strategies	Subject area teachers	Daily	TIA $100 TII TPTR TIV SSAEP	3 week placement identification Study Island	Study Island

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success.

Objective 5: All Sudan students, including target populations, will take the ACT/SAT and will exceed 70%; and of those, 50% or more will meet or exceed state criterion score.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Utilize computer software during class time 11-12 grades	Administrator ELA teachers	August – Dec test date	TIA & TII High School $500	Computer software assessment ACT/SAT prep software	ACT/SAT scores
Will provide ACT testing center at High School	Dyslexia staff	August	Local	Number of participants	Written procedures
Target all ACT/SAT test date for student participation & administer pre ACT & SAT assessments	Counselor Administrator Teachers	August-June	Local	Pre-ACT 10th grade ACT 11th-12th grade	ACT/SAT scores
Provide students with intense preparation prior exams	Mr. Robertson Counselor	November	Local TIA & TII $2,000 High School Local $2,000	Observation of students	Improvements in overall ACT scores.

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success.

Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

Career and Technology Education (CTE)

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Provide CTE courses	School Board	Early Aug. and upon enrollment	CTE $9,000 High School $5,500	List of courses offered	# of students with 4-year plans on file
Conduct Comprehensive Needs Assessment • STAAR • STAAR/ Participation • LEP Dropout • AMAOs • STAAR/EOC/Cross Curriculum/Kinetic Learning	CTE staff Administrator	Local	CTE Staff	Upon release of TAPR	PBMAS
Provide CTE Professional Development • Teachers and paraprofessionals • Research-based • Based on staff needs	Administrator	During year and summer	Local Title IV SSAEP CTE $100	Training scheduled	Certificates of training
Conduct comprehensive needs assessment (CNA) to determine CTE program strengths/needs	Principal CTE staff	May-July	Local CTE $3,000 TIV SSAEP High School $5,500	Upon release of TAPR	Annual CTE evaluation

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Provide vocational & technical education programs to all eligible students and help students receive license/certifications	School Board administration; Local; Title IV SSAEP	August	Local TIV SSAEP	Students choice cards	Fully certified staff; Students earning licenses/certifications /CTE Credits
Conduct comprehensive needs assessment & program evaluation to determine effectiveness of CTE programs	CTE staff	May	CTE funds Surveys	Data disaggregated	Training certificates
Local advisory council reviews and updates objectives to ensure relevance to business/industry	CTE staff	Fall Spring	CTE funds	Mid-year review	Communications for year
Integrate CTE & academic programs	CTE staff	On-going	TECH prep	Meeting records Written plan to integrate	CTE Evaluation
Encourage students to pursue coherent sequence of courses with a 4 year plan	Counselor	Spring	Local	Choice cards	Program evaluation

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Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

Dyslexia

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Identify students with dyslexia/related disorder & provide services	Administrator	August/ January	Local SCE $1,000	Staff training record	List of identified students
Provide Herman Method program	Administrator	August	Local	Program materials Written procedures	STAAR
Align SBOE procedures and district/campus procedures annually	Administrator	August	Local	Draft of written procedures	Adopted written procedures
Provide services for students who may be eligible under 504	504 Committee	Daily	Local	List of identified students	List of students served
Provide research-based staff development for staff	Superintendent	Summer	Local	Training scheduled	Teachers training certificates
Ensure teachers have proper qualifications	Superintendent	Spring Summer	Local	List of teachers providing services	Teaching certificates
Provide parent involvement opportunities	Counselor	Quarterly	Local	SPIN meetings	Attendance sign in

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Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

English as a Second Language (ESL)

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Identify and provide all LEP students an ESL program to develop proficiency in comprehension, speaking, reading, and composition of English	ESL teachers	August and upon student enrollment	ESL Local TIII (SSA)	Home Language Survey List of students	TELPAS STAAR/EOC
Conduct Comprehensive Needs Assessment for students: STAAR, AMAOS	ESL staff Principals	Fall	Local	Meeting Agenda and minutes	STAAR/EOC
ESL students will participate in programs designed to enable them to reach or exceed state standards- English in a Flash	ESL staff	Quarterly	Local ESL TIII (SSA) SCE $1,000	6 week grades	STAAR/EOC TELPAS
Provide research-based staff development for teachers and paraprofessionals	Principals	August – May	ESL Local TIII	Training scheduled	Sign-in sheets for training
Send communications to parents in home language of parents as appropriate	Principals	Year-round	Local	Communications	Communication to parents
Identify & provide LEP students a program that develops proficiency in comprehension, speaking, reading, & composition of English	ESL teachers	Upon student enrollment	Local ESL funds	Home Language Survey List of ESL	STAAR/EOC TELPAS

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
				students	
Provide parent involvement opportunities	Counselor	Quarterly	Local	SPIN meetings scheduled	Attendance sign in sheets

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success.

Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

Gifted and Talented (GT)

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Offer advanced placement classes in High school	GT Coordinator	August – May 2007	Local Teacher training	Number of classes offered	Number GT enrolled in AP classes
Modify in grades K – 12 for GT students	Counselor	August – May	Local GT $2,100	Lesson plans	T-TESS STAAR/EOC
Participate in Level I ESC Cooperative	Superintendent	August – May	GT funds Local	ESC G/T activities	STAAR/EOC
Continue to update policy	Administrator	August	Local	Agenda	Policy update
Provide parent involvement opportunities	Counselor	Quarterly	Local	SPIN meetings scheduled	Attendance sign in sheets
Provide 6 hours annual update for professional staff	Supt.	Fall	Local GT $2,100	Training scheduled	Hours

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success.

Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

State Compensatory Education (SCE) SCE funds will be coordinated with Title I funds at the two Schoolwide campuses with 40% or more low-income percentage to serve at-risk students. Summary totals: $ FTEs

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Coordinate SCE and Title I funds on the Schoolwide Campus with 40% or more low income to serve at-risk students	Administrator	August - July	SCE 1 FTE's $57,852 TIIA $5,000 SCE $12,350	Progress Reports Teacher Observations	STAAR/EOC
Determine campus and district SCE budgets and document in plans	Superintendent Principals	August	SCE $500 and FTEs for Schoolwide campus programs	Budgets	DIP CIPs
Continue to encourage enrollment in career-technology programs	At-Risk coordinator	August – May	CTE Local	Number of students enrolled	Students enrolled
Provide PEP alternative campus (academic) for students with special needs	Counselor	August –May	$500 SCE Local	Students enrolled at PEP	Students enrolled at PEP and graduation rate/GED
Small class sizes for acceleration	Teachers	August – May	$1,000 SCE Local	6 week grades	End of year grades/STAAR/EOC

Provide tutorials	Principals	August – May	SCE/Local	Students enrolled	STAAR/EOC

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success.

Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

SCE, Continued

Strategies	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Evaluate At-Risk program by comparing at-risk group to all student group in reading, math, writing, and Completion Rates	Local SCE $500	Report card grades	May	Superintendent Principals	STAAR/EOC/ reading/math and completion rate chart of at-risk and all other student
Provide research-based staff development for teachers concerning at-risk strategies	Local SCE $500	Training schedule	August – May	Counselor	Sign-in sheet for training sessions
Provide counseling/instruction in pregnancy prevention/abstinence	Local Lamb County Extension service	Principal observations	August – May	Counselor	PRS report
Encourage pregnant students to remain in school and also provide homebound instruction as needed	Local SCE $500	Number of students remaining/ receiving	As needed	Counselor	Percent of pregnant/parenting students graduating

		instruction			

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success
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 Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

Special Education (SPED)

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Ensure students with disabilities have access to general curriculum	SPED teachers	August – May	SPED 5 FTE's $168,137 Local	ARD/IEP	Student schedules
Provide individualized instruction on STAAR/EOC subject areas	SPED teachers	August – May	Released tests SPED $750	Release Tests	STAAR/EOC
Establish timeline for evaluation: Systematic process for pre-referral is established	SPED teachers	August – May	Referral packet SPED	Grades	ARD records
Establish least restrictive environment and placement decision to include annual determination of LRE	SPED teachers	August – May	SPED		ARD records
Consider related services based on student needs	Principals SPED Co-op	August – May	SPED Co-op	Testing results/observations	ARD meeting minutes
Provide research-based staff development with staff input including:	Administrator	Training calendar	SPED $100 Local	As scheduled	Training certificates

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
• How to modify curriculum • Pre-Referral Process					
Provide Parent Involvement opportunities for parents to participate in school activities	SPED Dr.	Monthly	Local SPED $100	SPED Dr.	Sign in sheets
Put operating guidelines and tracking system in place as Timeline for Reevaluation	SPED Director	August – May	SPED policy land procedural manual	Eligibility folders	Review of re-evaluation ARDs
SPED students will show improvement on STAAR/EOC, or other alternative assessment	SPED teachers	August – May	SPED Local	Grades	STAAR/EOC TPRI

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Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

Title I, Part A: Schoolwide Title I Program

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Conduct Comprehensive Needs Assessment to determine needs and plan instruction • STAAR/EOC for Special populations • Annual Measurable Achievement Objectives (AMAOs) for Limited English Proficient students • PBMAS Report • Economically Disadvantaged	Administrators	Fall	Local TIA $100	Meeting agenda	STAAR/EOC AMAO
Plan reform strategies to address needs • Focus: Economically disadvantaged • Focus: At-Risk • Include extended day / year • Provide aides for tutoring/acceleration	Site-Base Team, Chair	Quarterly	Title I $100, TIIA, TIV ESL, SCE-$100 TIII $100	Caps and strategies	STAAR/EOC

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Provide instruction by qualified aides and teachers who are certified in their field: • Limit interviews for new teachers to certified applicants when available • Assist teachers with exam preparations and use federal Title funds to pay for exams • Provide incentive pay and benefits above state average to attract and retain teachers • Paraprofessionals hired after 1/8/02 will be qualified when hired when available	Superintendent	Quarterly	Title I $100, TIIA $100 TPTR, Technology, Local	CIPs and strategies	STAAR/EOC
Provide staff development for teachers, paraprofessionals • Based on input from staff intensive, sustained, research-based	Principals	Staff Development Days	Title I $100, local, TIIA $100, Title II, TIV	Staff Development Calendar	STAAR/EOC
Attract certified staff to high needs areas and campuses	Administrators	Summer	Local Title I $100, TII TPTR	Personnel Files	Personnel Files
Increase parent involvement with SPIN Meetings /activities planned • Designed to improve student academic achievement • Designed for parents to have	PI Coordinator	Monthly	Title I, Local	PI Events	PI Evaluation

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
opportunities to participate in decisions regarding their child's education					
Assist pre-school/Head Start children to next grade with visitation time for kids & parents	Elem. Principal	May	Title I	Event planned On calendar	Sign-In sheet
Provide parent communications: Conference with parents Hold flexible number of meetings	Principal	Aug-July	TIA $100	Communications to parents each 6 weeks	Parent & Family engagement evaluation
Identify students who need extra assistance to meet state standards	Lead teachers	Each reporting period	Title I	List of identified students	STAAR/EOC
Conduct Annual Title I Meeting/Back to School Night -Inform parents of TIA program -Explain parents' rights to be involved -Revise Parent Compact in English/parents home language Coordinate and integrate federal/state, local programs	Principals	Fall	Local Title I$100, Title II$100 Title IV ESL SPED, GT CTE$100, SCE$100	Meeting agendas Sign In Sheet	Agenda and Sign in sheet
Evaluate Parent Engagement program • Involve parents	Principal	Spring	Title I $100	SB Meeting Agenda	Evaluation results
Review Parent Engagement policy • Developed & agreed upon by parents each year	Administrator	Summer	Local	Meeting agenda	Policy

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
• Copies distributed					

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a "Met Standard" rating on State accountability in order to achieve lifelong success.

Objective 7: All Students will take technology-related courses and use technology in classes that will enable them to be successful members of society.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Provide opportunities for using computers in classroom work	Principals	Year-round	Local Tech Lab	Lesson Plans	Lesson Plans
Require 8th graders to take word processing	Counselor, Administrator	August	Local Technology	Student schedules	Student schedules
Require all students to take one technology applications course before graduation	Counselor, Administrator	Year-round	Local	Four year plans	Transcripts

Goal 2: Students will demonstrate behaviors that support academic success.

Objective 1: The retention rate will be reduced for all student groups.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Ask Parents/community volunteers to tutor one-on-one for specific needs of students	Principals		Local	List of volunteers	Promotion rate
Set up daily tutoring as needed	Principals		Local Title I SCE	Attendance at tutorials	Promotion rate
Provide optional summer program for acceleration and enrichment	Principal		Local SCE	Attendance	Promotion rate/ AR points accumulated

Objective 2: Sudan will have a reduced number of disciplinary referrals to principals from the previous year.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Rewards will be provided for students for good behavior (field trips in the Spring) & Positive Behavioral Intervention System (PBIS)	Principal	May	Local	Referrals	Referrals
Involve parents as partners in education	Principals	Year-round	Local	Discipline referrals	Discipline records

Goal 2: Students will demonstrate behaviors that support academic success.

Objective 3: Sudan ISD will achieve and maintain a dropout rate of 0% for all students and all student groups.

Strategies	Staff Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Offer vocational and tech-prep courses	Principal	August – May	Local CTE SCE	Number of students enrolled	TAPR dropout rate
Promote self-esteem	Counselor	August – May	Guidance Lessons Local	Grades	Dropout rate

Objective 4 Sudan ISD will achieve and maintain an attendance rate of 98% or higher for the 2020-21 school year.

Strategies	Staff Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Send letters to parents of excessive absences	Principals	Year-round	Local	Letters sent home	End of year attendance report
Recognize outstanding attendance by presenting awards and incentives–	Principals	August – May	Local	Six weeks attendance	Awards and incentives given

Goal 2: Students will demonstrate behaviors that support academic success.

Objective 5: Students will participate in programs to improve their self-esteem as evidenced by surveys and incident reports.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation

Provide for awareness, prevention and education in these areas:
• Unwanted physical or verbal aggression
• Child Abuse and Neglect
• Sexual harassment including sexting
• Other forms of bullying
   o In schools,
   o On school grounds
   o In school vehicles
• Dating violence
	Principal Counselor	Year-round	Local TIV	Training calendar Handouts	PEIMS 425 incident records Surveys

Adopt policy & procedures for areas above to address: • Counseling needs • Awareness education • Training	Superintendent	Fall	Local	Policy & procedures	Training certificates Counseling Log Policy
Suicide prevention/conflict resolution training will be provided for all students.	Counselor	Year-round	Local Title lV	Referrals	Discipline reports
Participate in Peer Mediation training	Counselor	August – May	ESC 17	Student participation	Surveys
Improve student fitness and health	Principal, Nurse	Each 6 weeks	PE Curriculum	Curriculum	Fitness gram scores

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
• Implement SHAC/TEA Coordinated School Health Instructional Program • Focus: K-7 • Participate in Fitness gram data entry for all grades • Provide parents with data			PE teachers	guides Fitness gram data entry	With increase from previous year

Goal 3: Sudan teachers will be provided technology and professional development to ensure student academic success.

 Objective 1: Teachers will participate in intensive, sustained, research-based staff development in the areas of technology, TEKS, and STAAR/EOC.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Provide staff development training in various technology programs	Technology directors	June – May	Local Title I Title II, Title IV	Training scheduled	Teacher sign-in sheets
Provide TEKS & Eduphoria staff development (implementation & curriculum alignment)	Principal	Year – round	Local Title II, Part A: TPTR contract Title I	Training scheduled	Teacher training certificates
Provide training in coordination of program	Superintendent	August – July	Local	Training scheduled	Training sign-in sheets
Provide training in core subjects	ESC 17	August – July	Title II Curriculum Contract	Training scheduled	Attendance certificates

Goal 3: Sudan teachers will be provided technology and professional development training to ensure student academic success.

Objective 1: Teachers will participate in intensive, sustained, research-based staff development.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Provide training in • Safe, drug free curriculum • Suicide prevention • Conflict resolution • Violence prevention • Integration of technology in instruction & administration • Discipline management	Administration, Counselor	August – June	Local	Training scheduled	Sign-in Sheets
Determine staff development needs based on state assessment data: (STAAR/EOC, TELPAS, TPRI)	Principals	August	Local	Staff meeting to look at campus and district student needs	Survey Results and staff development plan

Goal 4: Sudan ISD will develop a partnership with parents and all stakeholders to educate students to their highest level of academic success while fostering positive social, cultural, and emotional development.

Objective 1: Sudan will involve all parents in their children's education as measured by documented contacts.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings for Planning and Decision Making Team (Parents/business/community/staff collaboration)	Chair	Quarterly	Local	Meetings scheduled	Sign in sheets
Provide opportunities for parents to participate in school activities in special programs and general curriculum activities • Regular SPIN Meetings • Meet the Teacher Night • Back to School Night • Parent Conferences • Doughnuts with Dads/Muffins with Moms/Granola with Grandparents • Field Trips • Classroom activities • Holiday programs • End of year programs	Principals Teachers	Monthly	Local TIA	Parent Activities Calendar	Sign-in sheets
Inform parents of	Principals,	August – May	Local	Schedule of	Sign-in Sheets

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
- State assessments - Proficiency levels required - General Curriculum - Higher education admissions - Financial aid opportunities Curriculum choices for success beyond HS	Counselor		Title I	events	Parent surveys
Hold Parent-Teacher conferences	Counselor Principals	September – May	Local	Conferences scheduled	STAAR/EOC Parent Sign-in Sheets

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Continue PK Program for 4-year-old students	Superintendent	August – May	Local Title I	Program activities	STAR and readiness tests
Inform parents of state assessments, proficiency levels, and local assessments in home language	Superintendent	Spring	Local	Meeting scheduled	Sign-in Sheet Minutes of meetings
Provide parents with information on the following: - Higher education admissions - Financial aid opportunities - Curriculum choices for success beyond high school	Counselor	September Spring	Local	Meetings scheduled	Parent Surveys
Survey parents to evaluate:	Principals	Throughout year	Local	Surveys	Survey Results

• School climate • Special programs • Parent Engagement			Title I	developed and scheduled during year	STAAR/EOC

Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
Demographics	Annual assessment of low socioeconomic students/parents & provide services/programs	Reading, writing, and social studies scores continue to excel in all subgroups. Continue to address the needs of parents with SPIN meetings and parent/teacher conferences.	Continued emphasis on technology for At-Risk and all sub groups. Federal funds for one-on-one and small group reinforcement of skills and objectives. Technology is used to help at-risk students.
Special Program: Title 1 Schoolwide	Continue to annually assess the needs of at risk students; Provide qualified instructional aides on Elementary campus to work with at-risk students needing acceleration	Enhanced technology through Title programs. Parent involvement including SPIN meetings and parent/teacher conferences.	Technology and enrichment resources Continue using our parent involvement policies and practices. TIA & TIIA, TIV 3 FTE's
Special Program: CTE	Update current curriculum for new courses to meet endorsements part of graduation plan.	Solid teaching staff in these programs. Continue to offer a variety of traditional and non-traditional CTE courses to both genders. Construct Master Schedule to give the students choices in their CTE courses. Continue to let the student choose	Purchase curriculum for new courses to meet endorsements part of graduation plan using State and Federal funds.

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
		their CTE courses in High School.	
Special Program: English Language Learners LEP & Title III	Continue improvement in our ELL program. To continue to increase parental involvement.	Knowing and understanding the current ESL population and ways in which to instruct them effectively. Conducting 3 parent nights for partnering with ELL parents.	Continue to train staff on relevancy of TELPAS writing samples and professional development. Local & TIA
Special Program: State Compensatory Education for At-Risk	Continue to assess the needs of at risk students, especially in regard to math and science. Small class sizes when we can. Assistance for parents.	Enhanced technology resources for at risk students along with effectively addressing the needs of at-risk students and their parents through instruction, assessment, and parental involvement conferences.	Technology and enrichment resources. Federal and State funds. Continue using our parent involvement policies and practices. Federal Funds where applicable
Special Program: Special Education	• Continue to follow IEP's. Purchase Inclusion curriculum where needed.	Closely following IEP and modification sheets. • Teachers and staff are aware of instructional strategies that enhance the learning of all students including those with special needs.	• Lamb County SPED Coop funds. • Local

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
Academic Achievement	To provide aides for tutoring and small group acceleration; To maintain high scores in all STAAR subjects. To increase all students' math and science scores • To improve results for At-Risk students including English Language Learners, students with disabilities and students in poverty. • Produce more college ready students. Continue student ACT prep work.	• Currently performing well on State Tests. High graduation percentage.	• Continued emphasis on technology and assessment programs • Local and Federal funds. • More inclusion assistance for high rigor of college readiness.
Curriculum	To continue to align the TEKS with curriculum taught in classrooms. • Vertically align curriculum between grade levels.	• Ability of teachers to use State/supplemental curriculum in educating students. Currently meeting high standards. • Benchmarks and assessments	• Purchase additional curriculum as needed for new CTE courses for endorsements part of graduation plan using state funds.

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
	• Curriculum for new courses to meet endorsements part of graduation plan.	are closely monitored to ensure alignment between TEKS and curriculum is occurring.	
Instruction & Assessment	To maintain quality instructional strategies and assessments for the academic improvement of all students. To continue to align the TEKS with curriculum taught in classrooms. • Vertically align curriculum between grade levels. • More professional development in Region Materials Assessment tools with needs in ELA.	• Benchmarking methods. Bell to bell concept teaching. Teachers use a variety of instructional strategies and assessments on a daily basis. Professional development is provided to assist in areas of instruction and assessment as need. Benchmarks and assessments are closely monitored to ensure alignment between TEKS and curriculum is occurring.	• Local funds. • State funds
Staff Certifications, Recruitment, Retention	• Recruit/Retain quality teachers • Continue to employ staff during pandemics	• Veteran staff with many being here over 20 years.	• Federal, State, & Local funds.

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
Professional Development	• More Eduphoria and technology training. • Training in Region Materials.	• Teachers are encouraged to attend professional development in their core subject areas as well as any other area of necessity.	• More Eduphoria PD through our ESC using Local funds.
Family and Community Engagement	• Continue to partner with parents in raising and educating our children. To build capacity and outreach to all parents of students. • To assist parents in ways to help their students at home.	• Participation in programs like "Youth in Service" and offering safety programs like "RAB." (Remember Alex Brown) SPIN meetings are fairly well attended. The school includes all parents in school activities and functions. Information is provided to parents in their native language. • Parents are given information on state assessments and proficiency levels. • Develop policy with parents and family involvement, identify barriers to the engagement policy	• Give student the opportunity to participate in these programs using Federal funds.

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
School Culture, Climate & Organization	• School Vision • Trauma Informed Care Certifications	• Family friendly oriented environment. Positive culture and climate is attained through focusing on positive and affirmative behavior. Random acts of kindness are rewarded. • Development of Risk Assessment Teams	• Local funds as needed
Technology	To continue to provide technological assistance to staff. To continue to provide technological instruction to students and staff. • More laptops in the hands of HS students	• Great wireless internet system; Great infrastructure and connectivity; Excellent support staff.	• Possible laptops for more students using Federal, State, and Local funds. • Federal, state, and local funds as needed for additional technology and/or programs.

Summary of Data Reviewed:

  STAAR data; PBMAS data; RDA data; Teacher observations; TAPR data; ACT score data.

House Bill 3 Board Outcome Goal

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will be maintained at 90% or higher through August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
90%	90%	90%	90%	90%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		88%	92%					80%	85%				
2021		88%	92%					80%	85%				
2022		88%	92%					80%	85%				
2023		88%	92%					80%	85%				
2024		88%	92%					80%	85%				

CCMR Progress Measure 1

The percent of CCMR students that meet the threshold for CCMR through ACT/SAT for college ready will increase from 29% to 32% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	30%	31%	31%	32%

CCMR Progress Measure 2

The percent of CCMR students that meet the threshold for graduation with an Industry Certification for career ready will increase from 25% to 30% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
25%	27%	28%	29%	30%

CCMR Progress Measure 3

The percent of CCMR students that meet the threshold for CCMR by completing dual credit for college ready will be maintained at 35% or higher through August 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
35%	35%	35%	35%	35%

CCMR Progress Measure 1
Used in applicable Campus Plans with campus targets

The percent of CCMR students that meet the threshold for CCMR through ACT/SAT for college ready will increase from 29% to 32% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	30%	31%	31%	32%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		21%	33%						26%				
2021		21%	33%						26%				
2022		22%	34%						27%				
2023		23%	35%						28%				
2024		24%	36%						29%				

CCMR Progress Measure 2
Used in applicable Campus Plans with campus targets

The percent of CCMR students that meet the threshold for graduation with an industry certification for career ready will increase from 25% to 30% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
25%	26%	28%	29%	30%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		13%	42%					0%	18%				
2021		14%	43%					1%	19%				
2022		15%	44%					2%	20%				
2023		16%	45%					3%	21%				
2024		17%	46%					4%	22%				

CCMR Progress Measure 3
Used in applicable Campus Plans with campus targets

The percent of CCMR students that meet the threshold for CCMR by completing dual credit for college ready will be maintained at 35% or higher through August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
35%	35%	35%	35%	35%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		20%	58%					0%	25%				
2021		20%	58%					0%	25%				
2022		20%	58%					0%	25%				
2023		20%	58%					0%	25%				
2024		20%	58%					0%	25%				

CCMR Targeted Professional Development Plan

We will provide teachers with professional development opportunities to align all CTE courses to maximize certificate opportunities. We will continue to partner with South Plains College to offer articulated college credit through our CTE course offerings. We will continue to offer dual credit opportunities. We will provide ACT testing for junior and senior level students.

HB 3 Goals & Plans

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% to 49% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
45%	46%	47%	48%	49%

Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	2 or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		36	56						36			46	
2021		37	57						37			47	
2022		38	58						38			48	

| 2023 | | 39 | 59 | | | | | 39 | | 49 | |
| 2024 | | 40 | 60 | | | | | 40 | | 50 | |

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on grade level or above in Reading on the iStation/CIRCLE Assessment will increase from 42% to 46% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
42%	43%	44%	45%	46%

Early Childhood Literacy Progress Measure 2

The percent of K students that score on grade level or above in Reading on the iStation/MCLASS will increase from 45% to 49% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
45%	46%	47%	48%	49%

Early Childhood Literacy Progress Measure 3

The percent of 1st grade students that score on grade level or above in Reading on the iStation/MCLASS will increase from 39% to 43% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
39%	40%	41%	42%	43%

Early Childhood Literacy Progress Measure 4

The percent of 2nd grade students that score on grade level or above in Reading on the iStation/MCLASS will increase from 46% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	47%	48%	49%	50%

Early Childhood Literacy Progress Measure 5

The percent of 3rd grade students that score on grade level or above in Reading on the iStation/MCLASS will increase from 53% to 57% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
53%	54%	55%	56%	57%

Early Childhood Literacy Progress Measure 1
Used in applicable Campus Plans with campus targets

The percent of PreK students that score on grade level or above in Reading on the iStation/CIRCLE Assessment will increase from 42% to 46% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
42%	43%	44%	45%	46%

Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	2 or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-2024													

Early Childhood Literacy Progress Measure 2
Used in applicable Campus Plans with campus targets

The percent of K students that score on grade level or above in Reading on the iStation/MCLASS will increase from 45% to 49% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
45%	46%	47%	48%	49%

Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-2024													

Early Childhood Literacy Progress Measure 3
Used in applicable Campus Plans with campus targets

The percent of 1st grade students that score on grade level or above in Reading on the iStation/MCLASS will increase from 39% to 43% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
39%	40%	41%	42%	43%

Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled

2020-2024								

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 63% to 67% by June 2024.

Yearly Target Goals

2020	**2021**	**2022**	**2023**	**2024**
63%	64%	65%	66%	67%

Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	2 or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		44	73						46			64	
2021		45	74						47			65	
2022		46	75						48			66	
2023		47	76						49			67	
2024		48	77						50			68	

Early Childhood Math Progress Measure 1

The percent of PreK students that score on grade level or above in math on the LAP-3/CIRCLE will increase from 60% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
60%	61%	62%	63%	64%

Early Childhood Math Progress Measure 2

The percent of K students that score on grade level or above in math on the CBA will increase from 61% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
61%	62%	63%	64%	65%

Early Childhood Math Progress Measure 3

The percent of 1st grade students that score on grade level or above in math on the CBA will increase from 54% to 58% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024

| 54% | 55% | 56% | 57% | 58% |

Early Childhood Math Progress Measure 4

The percent of 2nd grade students that score on grade level or above in math on the CBA will increase from 59% to 63% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%

Early Childhood Math Progress Measure 5

The percent of 3rd students that score on grade level or above in math on the CBA will increase from 46% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	47%	48%	49%	50%

Early Childhood Math Progress Measure 1
Used in applicable Campus Plans with campus targets

The percent of PreK students that score on grade level or above in math on the LAP-3 will increase from 60% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
60%	61%	62%	63%	64%

Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	2 or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-2024													

Early Childhood Math Progress Measure 2
Used in applicable Campus Plans with campus targets

The percent of K students that score on grade level or above in math on the CBA will increase from 61% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024

61%	62%	63%	64%	65%

Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	2 or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-2024													

Early Childhood Math Progress Measure 3
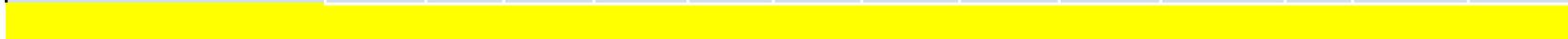## Used in applicable Campus Plans with campus targets

The percent of 1st grade students that score on grade level or above in math on the CBA will increase from 54% to 58% by June 2024.

Yearly Target Goals

2020	**2021**	**2022**	**2023**	**2024**
54%	55%	56%	57%	58%

Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	2 or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-2024													

Early Childhood Math Progress Measure 4
Used in applicable Campus Plans with campus targets

The percent of 2nd grade students that score on grade level or above in math on the CBA will increase from 59% to 63% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	2 or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020													
2021													
2022													
2023													
2024													

Early Childhood Math Progress Measure 5

Used in applicable Campus Plans with campus targets

The percent of 3rd grade students that score on grade level or above in math on the CBA will increase from 46% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	47%	48%	49%	50%

Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	2 or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020													
2021													
2022													
2023													
2024													

Bullying Prevention Policy

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.