SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

Scott Harrell,
Superintendent
2025-26

Approved by SISD Board October 6, 2025

1   SUDAN ISD

SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

Goals and Objectives

Goal 1: By 2027, Sudan ISD students will meet the standards set in each objective concerning Academic Achievement, Instructional Growth and Student Preparedness.

   Objective 1:   Improve student performance at the Meets Grade Level standard in all STAAR/EOC at/above the same rate as the state.

   Objective 2:   Subpopulations will improve in the Academic Growth indicator in School Progress Domain as shown on the Domain 3 report by 3%.

   Objective 3:   All SISD students will grow a year academically as indicated in Domain 2 of accountability.

   Objective 4:   **Improve the following CCMR criteria:**
   A) All tested students will meet TSI criteria in both ELAR / Math
   B) Increase the percentage of students meeting ACT/SAT criteria in ELAR / Math
   C) Ensure students have access to opportunities to obtain relevant industry-based certifications.

Goal 2: Sudan ISD will encourage all community stakeholders to work together to achieve a relative, efficient, and effective educational environment for our students.

   Objective 1:   Provide parental involvement opportunities district-wide.

   Objective 2:   Develop partnership agreements with local businesses to ensure students are work force ready after graduating high school.

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Goal 3: **Sudan ISD will maintain a system of assessing, continually monitoring, and changing operations to improve the safety of students, faculty, and staff. (ESSA Sec. 1112(b)(1)**

Objective 1:   Provide a safe environment for students, staff, and community members by ensuring the EOP is updated and implemented.

Objective 2:   Provide a safe environment for students, staff, and community members by ensuring student social and emotional needs are addressed.

Goal 4: **Sudan ISD will strive to ensure quality and qualified staff are hired for all positions in the district. (ESSA Sec. 1112(b)(2)**

Objective 1:   SISD will recruit staff that are certified or have education or experience in their area of assignment.

Objective 2:   SISD will train and retain staff in their area of assignment.

Goal 5: **Sudan ISD will ensure district budgeting and spending are reflective of funding trends and identified needs.**

Objective 1:   Ensure budgeting is based on current data and reflective of trends affecting funding.

Objective 2:   Ensure a plan that includes budgeting for technology, facilities, and transportation maintenance and improvement are in place.

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Goal 6: Address all system safeguards

    Objective 1:   Ensure Special Education students are showing growth in STAAR and STAAR EOC Math by 2% for the 2025-2026 school year.

    Objective 2:   Ensure Special Education students are showing growth in STAAR Reading and STAAR EOC ELA by 3% for the 2025-2026 school year.

SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

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.

Target Populations
Economically Disadvantaged
African American
Hispanic
White
Migrant
Male
Female
At-Risk
Homeless
Limited English Proficient
Rural and Low Income

Special Programs
Career and Technology Education (CTE)
Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
Pre-K
Special Education (SPED)
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (Title I)
Title III, Limited English Proficient
Title I, Part C: Migrant
Title II, Teacher & Principal Training & Recruitment (TPTR)
Title IV: Student Support and Academic Enrichment

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THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low-performing schools

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District Advisory Committee Members

Name	Term	Role
Flora Rubio	2025-2026	Parent
Monty Edwards	2025-2026	Business
Shawnda Martin	2025-2026	Community
Tara Provence	2025-2026	Community/Parent
Jill VandePol	2025-2026	Community/Parent
Alma Castillo	2025-2026	Community
Cebia Johnson	2025-2026	Parent
Desenia Estrada	2025-2026	Parent
Aaron Ledbetter	2025-2026	Teacher
Tonja Edens	2025-2026	Teacher
Joyce Welty	2025-2026	Teacher
Breanne Carter	2025-2026	Teacher
Chrissy Bass	2025-2026	Teacher
Kayela Harrell	2025-2026	Counselor
Meagan Sowder	2025-2026	Counselor
Jonathan Robertson	2025-2026	Teacher
Leigh Thomason	2025-2026	Teacher
Kelsi Carlson	2025-2026	Vocational Education Teacher
Piper Sorenti	2025-2026	Teacher
Kami Groetken	2025-2026	Teacher
Daniel Gutierrez	2025-2026	SpEd Department
Gordon Martin	Advisory	High School Principal
DeAnn Wilson	Advisory	Elementary Principal
Scott Harrell	Advisory	Superintendent
Chris Weston	2025-2026	Local Gov't Rep

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Goal 1: By 2027, Sudan ISD students will meet the standards set in each objective concerning Academic Achievement, Instructional Growth and Student Preparedness

Objective 1: Improve student performance at the Meets Grade Level standard in all STAAR/EOC at/above the same rate as the state.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Staff Development Focused on Tier I Instructional Improvement: ● Curriculum Contract Services (ESC17) for teachers, counselors, and admin ● Curriculum, Planning, Assessment, and Instructional Improvement Training provided for admin, teachers, and support staff. It will be provided by organizations, consultants, admin staff, and teachers as appropriate ● Training aimed at incorporating reading, writing, and speaking about content in an effort to implement ELPS and improve English Language Proficiency	Principals, Superintendent	Ongoing	Local Title Funds	Attendance sheets Walkthrough Evidence Benchmarks / SE Checks Admin Meeting Planning	STAAR Results Walkthrough Reflections
Provide differentiated courses and opportunities: ● Accelerated reading and math on the elementary campus ● GT Pullout Program on elementary campus ● STAAR/EOC summer and school year courses and programs as needed ● RTI pullout/push in programs ● Dyslexia services ● English Language Learners will have opportunities to read, write, and speak about the academic content	Principals, Supt., Teachers	Aug - June	Local Title Funds	6 weeks grades SE Check Data Progress monitoring tools	STAAR/EOC

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Objective 2:   Subpopulations will improve in the Academic Growth indicator in School Progress Domain as shown on the Domain 3 report by 3%.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention - Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not passing STAAR/EOC - Conduct post-assessment data analysis meeting and build action plans - Track individual student progress on local and state assessments to ensure students of all populations are showing academic growth - Identify and Track progress of ELL students to ensure language and academic progress is being made to bridge the achievement gap - Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment - Identify migrant students' families - Migrant student services and tutorials after school and summer school - Migrant student progress will be monitored and interventions provided - Small class sizes and additional support provided to Pre-K	Principals, teachers	Aug - May	Local Title Funds Grants	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC	STAAR/EOC TAPR

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● Additional staff to support RTI initiatives primarily targeting special and sub populations					
Provide quality instruction by hiring employees who are SBEC certified or who demonstrate proficiency in their respective area(s) and can become SBEC certified.	Supt, Principals	Ongoing	Local Title Funds Grants	College Transcripts, SBEC certifications, experience, monitor progress toward certification	Percent of staff who are SBEC certified STAAR/EOC Certifications
Provide instructional support staff to facilitate small group intervention and support	Supt, Principals	Ongoing	Local Title Funds Grants	College Transcripts, SBEC certifications, experience	Percent of staff who are SBEC certified STAAR/EOC
Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress ● Education Galaxy ● Textbooks ● iStation ● RTI 3 Tier Model ● Think Through Math ● Study Island ● FASTMATH ● Edmentum ● Other relevant and/or prescriptive programs ● Chromebooks	Same	August – July	Local Title Funds Grants	Lesson Plans Walkthrough notes Program data on student progress SE Checks / Benchmarks Progress monitoring tools	STAAR/EOC

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Objective 3: All SISD students will grow a year academically as indicated in Domain 2 of accountability

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention - Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not passing STAAR/EOC - Conduct post-assessment data analysis meeting and build action plans - Track individual student progress on local and state assessments to ensure students of all populations are showing academic growth - Tutorials and intervention courses during the school day for struggling learners identified through local formative and summative assessment - Use technology and programs to provide differentiated opportunities to learn as well as data on student progress	Principals, teachers	Aug - May	Local Title Funds	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC	STAAR/EOC TAPR

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Objective 4: <u>Improve the following CCMR criteria:</u>
   A) All tested students will meet TSI criteria in both ELAR / Math
   B) Increase the percentage of students meeting ACT/SAT criteria in ELAR / Math
   C) Ensure students have access to opportunities to obtain relevant industry-based certifications.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	*Summative Evaluation*
A ● Provide multiple opportunities for students to pass TSI ● Provide tutorial sessions for students who are showing difficulty passing TSI portions	Counselor, Principal	All year	Local Funds Grants	Progress monitor percentage of students meeting TSI criteria	Meeting goal of 100%
B ● Assist students in taking the ACT/SAT in terms of opportunity and financial assistance when appropriate ● Provide tutorial sessions for students who are taking SAT/ACT exams ● Utilization of ACT strategies and questions during the school day	Counselor, Principal	All year	Local Funds Grants	Progress monitor percentage of students taking and meeting ACT/SAT	Meeting goal of 90%
C ● Conduct student interest surveys ● Conduct community resources and industry needs surveys ● Analyze course offerings and pathways to determine if options for obtaining a relevant certification are available ● Provide career awareness guidance and assessment opportunities	Counselor, Principal, Superintendent	All Year	Local Funds Grants	Student Surveys Community Surveys	Course enrollment and certification attainment

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Goal 2: **Sudan ISD will encourage all community stakeholders to work together to achieve a relative, efficient, and effective educational environment for our students.**

Objective 1: Provide parental involvement opportunities district-wide.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide opportunities to become involved as an advisory in district decision making and programs: ● Campus SBDM Committee meetings for open forum ● District SBDM Committees meetings for open forum ● Community Surveys for parent and student feedback ● SHAC ● ESC 17 Trainings for parents / community ● SS&SC (Safety Team) ● Parent-teacher organizations such as booster clubs ● Visitor friendly policies and procedures	Supt. Principals	Ongoing	Local Grants Federal Funds	Plans & Surveys	Accomplishments, Input & results of Plans & Surveys.
Communicate with all stakeholders regarding opportunities for involvement and updates regarding student progress. ● School App ● Parent Portal ● District Website ● Social Media ● Website ● Grade Reports ● Special Announcements (Letters) ● Updated Calendars & Newsletters ● Various Public Meetings	Supt. Principals	Ongoing	Local Federal Funds Grants	Plans & Surveys	Accomplishments, Input & results of Plans & Surveys.

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Objective 2: Develop partnerships and/or agreements with local businesses and organizations to ensure students are work force ready after graduating high school.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Obtain feedback from students, parents, and community organizations in order to advise the design course pathways and course offerings ● Site visits to businesses to solicit support in terms of employment opportunities, shadowing, or instruction ● Surveys from students, community, and businesses	Supt. Principals CTE Teachers	Quarterly	Local	Surveys Results of visits	Accomplishments, Input & results of Plans & Surveys.
Enter into agreements with businesses and organizations that express interest in promoting student success and experiences	Supt. Principals CTE Teachers	Annually	Local Grants	Site observations	Accomplishments, Input & results of visits & Surveys.

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Goal 3: Sudan ISD will maintain a system of assessing, continually monitoring, and changing operations to improve the safety of students, faculty, and staff.

Objective 1: Provide a safe environment for students, staff, and community members by ensuring the MEOP is updated and implemented.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Ensure the EOP is updated and implemented. ● Train employees, parents, community members, and students in the Multi-hazard Emergency Operations Plan. ● Involve stakeholders as an advisory (SS&SC) ● Schedule and run safety drills ● Communicate regularly concerning safety concerns and updates to procedures	Superintendent SISD Chief of Police Principals	BOY, MOY, Summer	Local Grants ESC 17 Federal Funds	BOY and MOY MEOP meetings and analysis of safety issues Training Agendas	Final Summer Meeting Certificates
Install, maintain, and upgrade equipment as needed: ● Implement security monitoring and entry access systems ● District-wide communications systems	Superintendent SISD Chief of Police Principals	Ongoing	Local Grants Fed. Funds	Completion of Projects	Completion of Projects

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Objective 2:   Provide a safe environment for students, staff, and community members by ensuring student social and emotional needs are addressed.

Provide character education, counseling, and career guidance	Counselors, Principals, teachers	Six Weeks	Local Grants	Analysis of student participation and discipline referrals	Analysis of student participation and discipline referrals
Increase awareness among all staff and students of issues regarding: ● Drug use prevention ● Child abuse ● Unwanted physical or verbal aggression ● Sexual harassment and abuse ● Cyberbully Hotline ● Other forms of bullying ● Suicide Prevention ● Other social and emotional issues that arise	Supt, Principals, Counselors	Six Weeks	Local Grants	Incidents reported each 6 weeks	PEIMS incidents reports

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Goal 4: **Sudan ISD will strive to ensure staff are qualified, trained, and retained.**

Objective 1: SISD will recruit staff that are certified or have education or experience in their area of assignment.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide quality instruction by attracting and hiring qualified employees ● Attend job fairs and opportunities to interact with prospective candidates ● Build partnerships with local Universities and Colleges to gain exposure for SISD ● Increase pay in the form of salary raises ● Advertise jobs and pay on the website, regional websites, and through district recruitment fliers and social media channels ● Use flexible hiring with non-certified teachers as permitted in the Local Innovation Plan and provide support for employees to become SBEC certified	Superintendent, Principals,	Ongoing	Local Federal Funds Grants	College Transcripts, SBEC certifications experience, monitor progress toward certification Job fair recruits	Percent of staff who are SBEC certified TAPR Turnover Rate Exit Interviews
Strive to have 100% of courses and grade levels taught by SBEC certified teachers ● Assist with exams/fees ● Make assignments of teachers to areas of qualifications ● Make individualized plan for any teacher not certified	Superintendent, Principals,	Ongoing	Local Federal Funds Grants	Compliance reporting	Compliance reporting

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Objective 2:   SISD will train and retain staff in their area of assignment.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Ensure all staff receive high quality professional development opportunities ● Training is based on needs ● Training is intensive, sustained, research-based ● Provide leadership training opportunities that may lead to advancement in the district ● Provide mentoring for new staff and teachers ● Organize the district calendar to provide staff development days	Superintendent, Principals	Ongoing	Title funds, local ESC 17 contract	Staff Development Calendar	STAAR/EOC Employee Surveys
Retain teachers and staff ● Increase pay in the form of salary raises, incentive and retention-based pay ● Ensure training for relevant job performance ● Give employees opportunities to participate in decision making through DAC, CAC, SHAC, and other committees	Superintendent, Principals	Ongoing	Local Title Funds Grants	New hires Job fair recruits TAPR Turnover Rate Exit Interviews	Personnel files SEPPP Checks Evaluations

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Goal 5: **Sudan ISD will ensure district budgeting and spending are reflective of funding trends and identified needs.**

Objective 1: Ensure budgeting is based on current data and reflective of trends affecting funding.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Ensure district compliance with financial principles and requirements is occurring (i.e. internal / external controls, FIRST, FASRG, etc)	Supt., Bus. Mgr., School Board	Ongoing	All Funds	Use Accountability of DIP Goals, Surveys & Meetings for input.	Facilities Improvement Plan. (FIP)
Ensure budgeting is based on current data and trends ● Re-run template each month with updated enrollment and coding to monitor projected end-of-year alignment with original budget ● Project enrollment, attendance, and special program enlistment for budgeting practices ● Consult with ESC 17 and hired support on a regular basis ● Ensure staffing patterns and program offerings are reflective of student enrollment trends and enlistment in programs ● Remain involved in organizations that are providing updates on legislative action and issues affecting school budgeting	Supt., Bus. Mgr., School Board	March-July	TAPR Surveys SIS Software All Funds	Ask various parties concerned if the improvements will make the school more productive & efficient	Review FIP

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Objective 2: Ensure a plan that includes budgeting for technology, facilities, and transportation maintenance and improvement are in place.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Develop a plan and budget for technology, facility and transportation maintenance and upgrades: ● Build a needs assessment of flooring, roofing, transportation, technology, and other facility needs ● Determine annually a needs assessment for technology replacements and rotation plans ● Determine an order of implementation and improvement ● Continued use of fund 698 and ensure funds are transferred into and spent out of it according to the technology, facility, and transportation plan	Supt., Bus. Mgr., Maint and Transportation Directors., School Board	Ongoing	All Funds	Use Accountability of DIP Goals, Surveys & Meetings for input.	Facilities Improvement Plan. (FIP)

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Goal 6: **Address all system safeguards**

Objective 1: Ensure Special Education students are showing growth in STAAR and STAAR EOC Math by 2% for the 2025-2026 school year.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention ● Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not showing improved performance on STAAR/EOC ● Track individual student progress on local and state assessments to ensure students are showing academic growth ● Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment ● Ensure adequate staffing to support RTI initiatives targeting special education populations	Principals, teachers	Ongoing	Local Grants	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC RTI progress monitoring data	STAAR/EOC TAPR Progress monitor data
Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress ● Education Galaxy ● RTI 3 Tier Model ● Think Through Math ● Study Island ● Edmentum ● Other relevant and/or prescriptive programs ● Chromebooks ● Speaking, Reading, and Writing the standards ● Other Programs as needed	Principals, teachers	Ongoing	Local Grants	Lesson Plans Walkthrough notes Program data on student progress SE Checks / Benchmarks Progress monitoring tools Implementation of training	STAAR/EOC

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Objective 2:   Ensure Special Education students are showing growth in STAAR Reading and STAAR EOC ELA by 3% for the 2019-2020 school year.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and monitor students needing intervention ● Utilize local and state data identifying students below grade level, not progressing on local assessment, or at risk of not showing improved performance on STAAR/EOC ● Track individual student progress on local and state assessments to ensure students are showing academic growth ● Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment ● Ensure adequate staffing to support RTI initiatives targeting special education populations	Principals, teachers	Ongoing	Local Grants	Benchmark tests and SE Checks Progress monitoring tools Prior year STAAR/EOC RTI progress monitoring data	STAAR/EOC TAPR Progress monitor data
Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress ● Education Galaxy ● RTI 3 Tier Model ● Think Through Math ● Study Island ● Other relevant and/or prescriptive programs ● Chromebooks ● Speaking, Reading, and Writing the standards ● Other programs as needed	Principals, teachers	Ongoing	Local Grants	Lesson Plans Walkthrough notes Program data on student progress SE Checks / Benchmarks Progress monitoring tools Implementation of training	STAAR/EOC

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Comprehensive Needs Assessment is found on the following page

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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 their CTE courses in High School.	Purchase curriculum for new courses to meet endorsements part of graduation plan using State and Federal funds.
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	Technology and enrichment resources. Federal and State funds. Continue using our parent involvement policies and practices.

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Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
		conferences.	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
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.	• 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.

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Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
	Continue student ACT prep work.		
Curriculum	To continue to align the TEKS with curriculum taught in classrooms. • Vertically align curriculum between grade levels. • Curriculum for new courses to meet endorsements part of graduation plan.	• Ability of teachers to use State/supplemental curriculum in educating students. Currently meeting high standards. • Benchmarks and assessments are closely monitored to ensure alignment between TEKS and curriculum is occurring.	• Purchase additional curriculum as needed for new CTE courses for endorsements part of graduation plan using state funds.
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

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Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
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.
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.
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.	• Local funds as needed

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Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
		• Development of Risk Assessment Teams	
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; RDA data; Teacher observations; TAPR data; ACT score data; Various Stakeholder Survey Data

SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

House Bill 3 Board Outcome Goals

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 Assessment will increase from 46% to 50% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
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
2025-2029													

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 will increase from 49% to 51% by June 2029.

Yearly Target Goals

31   SUDAN ISD

2025	2026	2027	2028	2029
49%	50%	51%	51%	51%

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
2025-2029													

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 will increase from 43% to 46% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
43%	44%	45%	46%	46%

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

2025-2029

Early Childhood Literacy 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 Reading on the iStation will increase from 46% to 50% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
46%	47%	48%	49%	50%

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
2025		39							21			40	
2026		39							22			41	
2027		40							23			42	
2028		40							24			43	
2029		41							25			44	

Early Childhood Literacy Progress Measure 5
Used in applicable Campus Plans with campus targets

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The percent of 3rd grade students that score on grade level or above in Reading on the iStation will increase from 53% to 57% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
53%	54%	55%	56%	57%

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
2025									50			53	
2026									51			54	
2027									52			55	
2028									53			56	
2029									54			57	

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 41% to 44% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
63%	41%	42%	43%	44%

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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
2025		31	60						35			45	
2026		31	60						36			46	
2027		32	61						37			47	
2028		32	61						38			47	
2029		33	62						39			48	

Early Childhood Math Progress Measure 1

The percent of PreK students that score on grade level or above in math on the LAP-3 will increase from 64% to 66% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
64%	64%	65%	65%	66%

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 65% to 67% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
65%	65%	66%	66%	67%

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 58% to 60% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
58%	58%	59%	59%	60%

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 63% to 65% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
63%	63%	64%	64%	65%

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 50% to 52% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
50%	50%	51%	51%	52%

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 64% to 66% by June 2029.

SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

Yearly Target Goals				
2025	**2026**	**2027**	**2028**	**2029**
64%	64%	65%	65%	66%

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
2025-2029													

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 65% to 67% by June 2029.

Yearly Target Goals				
2025	**2026**	**2027**	**2028**	**2029**
65%	65%	66%	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
2025-2029													

SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

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 58% to 60% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
58%	58%	59%	59%	60%

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
2025-2029													

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 63% to 65% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
63%	63%	64%	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
2025		52							49			62	
2026		53							50			63	
2027		54							51			64	
2028		55							52			65	
2029		56							53			66	

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 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
50%	50%	51%	51%	52%

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
2025									39			50	
2026									40			51	

2027							41		52	
2028							42		53	
2029							43		54	

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will remain at 90% or higher through August 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
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	Eco. Disadv.	Emergent Bilingual	Special Edu.	Special Edu. (Former)	Cont. Enrolled	Non-Cont. Enrolled
2024		88%	92%					85%		80%			
2025		88%	92%					85%		80%			
2026		88%	92%					85%		80%			
2027		88%	92%					85%		80%			
2028		88%	92%					85%		80%			
2029		88%	92%					85%		80%			

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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

Yearly Target Goals

2025	2026	2027	2028	2029
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
2024		21%	33%						26%				
2025		21%	33%						26%				
2026		22%	34%						26%				
2027		22%	34%						27%				
2028		23%	35%						28%				
2029		24%	36%						29%				

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

Yearly Target Goals

2025	2026	2027	2028	2029
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	Eco. Disadv.	Emergent Bilingual	Special Edu.	Special Edu. (Former)	Cont. Enrolled	Non-Cont. Enrolled
2024		13%	42%					18%		1%			
2025		13%	42%					18%		1%			
2026		14%	43%					19%		2%			
2027		15%	44%					20%		3%			
2028		16%	45%					21%		4%			
2029		17%	46%					22%		4%			

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%

Yearly Target Goals

2025	2026	2027	2028	2029
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	Eco. Disadv.	Emergent Bilingual	Special Edu.	Special Edu. (Former)	Cont. Enrolled	Non-Cont. Enrolled
2024		20%	58%					25%					
2025		20%	58%					25%					
2026		20%	58%					25%					
2027		20%	58%					25%					
2028		20%	58%					25%					
2029		20%	58%					25%					

SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

ESSA Required Descriptions

Student Progress and Monitoring: The way Sudan ISD will monitor student progress is sprinkled all throughout the improvement plan. Our goal is to provide a well-rounded program of instruction to meet academic needs of all students. We will work to identify students at risk for academic failure and provide additional assistance when needed. We will provide high-quality education with a goal to close achievement gaps.

Teacher Quality: Sudan ISD will strive to ensure quality and qualified staff are hired for all positions in the district. We will recruit staff that are certified or have education or experience in their area of assignment. Sudan ISD will train and retain staff in their area of assignment.

School Support and Improvement: Sudan ISD does not currently have any schools in need of Comprehensive or Targeted Supports.

Measure of Poverty: Sudan ISD determines Title I eligibility and serve order through direct certification for the Community Eligibility Provision (CEP) under the National School Lunch Program.

Nature of Title I Programs: Sudan ISD utilizes our Title I funds through the addition of staff for student targeted interventions.

Targeted Participants/Identification of Eligible Children: We use various lower grade level testing to identify gaps in learning. We then utilize our implemented RtI program to fill in those gaps before the 5th grade.

Services to Homeless Children and Youth: Sudan ISD identifies children in need of this program through various channels. Once identified as Homeless, Sudan ISD provides extra help through supplies and academic supports in conjunction with outside agencies.

Parent and Family Engagement Strategy: Sudan ISD will encourage all community stakeholders to work together to achieve a relative, efficient, and effective educational environment for our students. We will strive to Provide parental involvement opportunities district-wide through the opportunity to serve on various committees and participate in several different surveys throughout the school year.

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Early Childhood Education Programs and Transition Plans: Sudan ISD does not currently utilize Title funds to transition PreK students to Kindergarten.

Middle to High School / High School to Postsecondary Transitions: We are a one campus school, so our "JH" students are already intermingled amongst our HS students and they are also taught by some of our HS teachers. Once in 7th grade, we provide students the opportunity to participate in some of the HS events. When seniors are transitioning to postsecondary work, we counsel them with academic advisement, as well as expose them to postsecondary programs of study to help them make a career path choice.

Discipline Disproportionality: Sudan ISD understands the educational, social, and emotional benefits of all children being in the classroom with peers We do our best to reduce the overuse of discipline practices that involves the removal of students from the classroom. The District Code of Conduct interrupts some of those choices.

Coordination and Integration with Career/Technical Education: Sudan ISD will work to develop partnerships and/or agreements with local businesses and organizations to ensure students are work force ready after graduating high school. We will obtain feedback from students, parents, and community organizations in order to advise and design course pathways and course offerings through utilizing site visits to businesses to solicit support in terms of employment opportunities, shadowing, or instruction.

Other Proposed Uses of Funds: Sudan ISD will ensure district budgeting and spending are reflective of funding trends and identified needs.

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