# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN




***Scott Harrell,***
***Superintendent***
***2026-27***

Approved by SISD Board October 12, 2026

# 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) Increase the percentage of students meeting 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.

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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.

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

## 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.

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

## TEA COMMISSIONER'S STRATEGIC PRIORITIES:

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

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

## District Advisory Committee Members

| Name | Term | Role |
|---|---|---|
| Flora Rubio | 2026-2027 | Parent |
| Monty Edwards | 2026-2027 | Business |
| Shawnda Martin | 2026-2027 | Community |
| Tara Provence | 2026-2027 | Community/Parent/Business |
| Jill VandePol | 2026-2027 | Community/Parent/Business |
| Astrid Acevedo | 2026-2027 | Community/Parent |
| Cebia Johnson | 2026-2027 | Parent |
| Desenia Estrada | 2026-2027 | Parent |
| Aaron Ledbetter | 2026-2027 | Teacher |
| Angela Halsell | 2026-2027 | Teacher |
| Joyce Welty | 2026-2027 | Teacher |
| Breanne Carter | 2026-2027 | Teacher |
| Chelsea Lewis | 2026-2027 | Teacher |
| Kayela Harrell | 2026-2027 | Counselor |
| Meagan Sowder | 2026-2027 | Counselor |
| Jonathan Robertson | 2026-2027 | Teacher |
| Jenny Carr | 2026-2027 | Teacher |
| Katelyn Rogers | 2026-2027 | Vocational Education Teacher |
| Piper Sorenti | 2026-2027 | Teacher |
| Kami Groetken | 2026-2027 | Teacher |
| Daniel Gutierrez | 2026-2027 | SpEd Department |
| Gordon Martin | Advisory | High School Principal |
| DeAnn Wilson | Advisory | Elementary Principal |
| Scott Harrell | Advisory | Superintendent |
| Chris Weston | 2026-2027 | Local Gov't Rep |
| | | |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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:<br>● Curriculum Contract Services (ESC17) for teachers, counselors, and admin<br>● 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<br>● 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<br>Title Funds | Attendance sheets<br>Walkthrough Evidence<br>Benchmarks / SE Checks<br>Admin Meeting Planning | STAAR Results<br><br>Walkthrough Reflections |
| Provide differentiated courses and opportunities:<br>● Accelerated reading and math on the elementary campus<br>● GT Pullout Program on elementary campus<br>● STAAR/EOC summer and school year courses and programs as needed<br>● RTI pullout/push in programs<br>● Dyslexia services<br>● English Language Learners will have opportunities to read, write, and speak about the academic content | Principals, Supt., Teachers | Aug - June | Local<br>Title Funds | 6 weeks grades<br>SE Check Data<br>Progress monitoring tools | STAAR/EOC |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

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

| | | | | | |
|---|---|---|---|---|---|
| ● 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<br>Title Funds<br>Grants | College Transcripts, SBEC certifications, experience, monitor progress toward certification | Percent of staff who are SBEC certified<br>STAAR/EOC<br>Certifications |
| Provide instructional support staff to facilitate small group intervention and support | Supt, Principals | Ongoing | Local<br>Title Funds<br>Grants | College Transcripts, SBEC certifications, experience | Percent of staff who are SBEC certified<br>STAAR/EOC |
| Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress<br>● Education Galaxy<br>● Textbooks<br>● iStation<br>● RTI 3 Tier Model<br>● Think Through Math<br>● Study Island<br>● FASTMATH<br>● Edmentum<br>● Other relevant and/or prescriptive programs<br>● Chromebooks | Same | August – July | Local<br>Title Funds<br>Grants | Lesson Plans<br>Walkthrough notes<br>Program data on student progress<br>SE Checks / Benchmarks<br>Progress monitoring tools | STAAR/EOC |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

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

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**Objective 4:** Improve the following CCMR (College, Career, Military Ready) criteria:

A) Increase the percentage of students meeting 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.
D) 95% of Sudan High School students will be CCMR before they have graduated high school

| **Strategy** | **Person Responsible** | **Timeline** | **Resources** | **Formative Evaluation** | ***Summative Evaluation*** |
|---|---|---|---|---|---|
| A<br>● Provide multiple opportunities for students to pass TSI<br>● 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<br>● Assist students in taking the ACT/SAT in terms of opportunity and financial assistance when appropriate<br>● Provide tutorial sessions for students who are taking SAT/ACT exams<br>● 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<br>● Conduct student interest surveys<br>● Conduct community resources and industry needs surveys<br>● Analyze course offerings and pathways to determine if options for obtaining a relevant certification are available<br>● Provide career awareness guidance and assessment opportunities | Counselor, Principal, Superintendent | All Year | Local Funds Grants | Student Surveys<br>Community Surveys | Course enrollment and certification attainment |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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:<br>● Campus SBDM Committee meetings for open forum<br>● District SBDM Committees meetings for open forum<br>● Community Surveys for parent and student feedback<br>● SHAC<br>● ESC 17 Trainings for parents / community<br>● SS&SC (Safety Team)<br>● Parent-teacher organizations such as booster clubs<br>● Visitor friendly policies and procedures | Supt.<br>Principals | Ongoing | Local<br>Grants<br>Federal Funds | Plans & Surveys | Accomplishments, Input & results of Plans & Surveys. |
| Communicate with all stakeholders regarding opportunities for involvement and updates regarding student progress.<br>● School App<br>● Parent Portal<br>● District Website<br>● Social Media<br>● Website<br>● Grade Reports<br>● Special Announcements (Letters)<br>● Updated Calendars & Newsletters<br>● Various Public Meetings | Supt.<br>Principals | Ongoing | Local<br>Federal Funds<br>Grants | Plans & Surveys | Accomplishments, Input & results of Plans & Surveys. |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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<br>● Site visits to businesses to solicit support in terms of employment opportunities, shadowing, or instruction<br>● Surveys from students, community, and businesses | Supt.<br>Principals<br>CTE Teachers | Quarterly | Local | Surveys<br>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.<br>Principals<br>CTE Teachers | Annually | Local<br>Grants | Site observations | Accomplishments, Input & results of visits & Surveys. |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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.<br>● Train employees, parents, community members, and students in the Multi-hazard Emergency Operations Plan.<br>● Involve stakeholders as an advisory (SS&SC)<br>● Schedule and run safety drills<br>● Communicate regularly concerning safety concerns and updates to procedures | Superintendent<br>SISD Chief of Police<br>Principals | BOY, MOY, Summer | Local<br>Grants<br>ESC 17<br>Federal Funds | BOY and MOY MEOP meetings and analysis of safety issues<br><br>Training Agendas | Final Summer Meeting<br><br>Certificates |
| Install, maintain, and upgrade equipment as needed:<br>• Implement security monitoring and entry access systems<br>• District-wide communications systems | Superintendent<br>SISD Chief of Police<br>Principals | Ongoing | Local<br>Grants<br>Fed.<br>Funds | Completion of Projects | Completion of Projects |
| Inform staff and students on dating violence and the steps to take to report and handle the situation | Teachers, Principals, Counselors, Other Staff | Ongoing | Board Policy FFH(LOCAL) | Training agendas | Analysis of reports |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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:<br>● Drug use prevention<br>● Child abuse<br>● Unwanted physical or verbal aggression<br>● Sexual harassment and abuse<br>● Cyberbully Hotline<br>● Other forms of bullying<br>● Suicide Prevention<br>● Other social and emotional issues that arise | Supt, Principals, Counselors | Six Weeks | Local Grants | Incidents reported each 6 weeks | PEIMS incidents reports |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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<br>● Attend job fairs and opportunities to interact with prospective candidates<br>● Build partnerships with local Universities and Colleges to gain exposure for SISD<br>● Increase pay in the form of salary raises<br>● Advertise jobs and pay on the website, regional websites, and through district recruitment fliers and social media channels<br>● 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<br>Federal Funds<br>Grants | College Transcripts, SBEC certifications experience, monitor progress toward certification<br>Job fair recruits | Percent of staff who are SBEC certified<br>TAPR Turnover Rate<br>Exit Interviews |
| Strive to have 100% of courses and grade levels taught by SBEC certified teachers<br>● Assist with exams/fees<br>● Make assignments of teachers to areas of qualifications<br>● Make individualized plan for any teacher not certified | Superintendent, Principals, | Ongoing | Local<br>Federal Funds<br>Grants | Compliance reporting | Compliance reporting |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

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

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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**<br>● Re-run template each month with updated enrollment and coding to monitor projected end-of-year alignment with original budget<br>● Project enrollment, attendance, and special program enlistment for budgeting practices<br>● Consult with ESC 17 and hired support on a regular basis<br>● Ensure staffing patterns and program offerings are reflective of student enrollment trends and enlistment in programs<br>● Remain involved in organizations that are providing updates on legislative action and issues affecting school budgeting | Supt., Bus. Mgr., School Board | March-July | TAPR<br>Surveys<br>SIS Software<br>All Funds | Ask various parties concerned if the improvements will make the school more productive & efficient | Review FIP |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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:**<br>● Build a needs assessment of flooring, roofing, transportation, technology, and other facility needs<br>● Determine annually a needs assessment for technology replacements and rotation plans<br>● Determine an order of implementation and improvement<br>● 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) |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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<br>● 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<br>● Track individual student progress on local and state assessments to ensure students are showing academic growth<br>● Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment<br>● Ensure adequate staffing to support RTI initiatives targeting special education populations | Principals, teachers | Ongoing | Local Grants | Benchmark tests and SE Checks<br>Progress monitoring tools<br>Prior year STAAR/EOC<br>RTI progress monitoring data | STAAR/EOC<br>TAPR<br>Progress monitor data |
| Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress<br>● Education Galaxy<br>● RTI 3 Tier Model<br>● Think Through Math<br>● Study Island<br>● Edmentum<br>● Other relevant and/or prescriptive programs<br>● Chromebooks<br>● Speaking, Reading, and Writing the standards<br>● Other Programs as needed | Principals, teachers | Ongoing | Local Grants | Lesson Plans<br>Walkthrough notes<br>Program data on student progress<br>SE Checks / Benchmarks<br>Progress monitoring tools<br>Implementation of training | STAAR/EOC |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

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<br>● 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<br>● Track individual student progress on local and state assessments to ensure students are showing academic growth<br>● Tutorials and intervention courses during and after the school day for struggling learners identified through local formative and summative assessment<br>● Ensure adequate staffing to support RTI initiatives targeting special education populations | Principals, teachers | Ongoing | Local Grants | Benchmark tests and SE Checks<br>Progress monitoring tools<br>Prior year STAAR/EOC<br>RTI progress monitoring data | STAAR/EOC<br>TAPR<br>Progress monitor data |
| Use technology, resources, and programs to provide differentiated opportunities to learn as well as data on student progress<br>● Education Galaxy<br>● RTI 3 Tier Model<br>● Think Through Math<br>● Study Island<br>● Other relevant and/or prescriptive programs<br>● Chromebooks<br>● Speaking, Reading, and Writing the standards<br>● Other programs as needed | Principals, teachers | Ongoing | Local Grants | Lesson Plans<br>Walkthrough notes<br>Program data on student progress<br>SE Checks / Benchmarks<br>Progress monitoring tools<br>Implementation of training | STAAR/EOC |

***Duties of Security Personnel- The Sudan ISD Chief of Police is employed for the safety and welfare of staff, students, and the buildings and property. This position does not assume any administrative duties or responsibilities normally handled by Administrative staff. You can find more information on Security Personnel Duties in School Board Policy CKEA(LOCAL).***

***More information about the SISD Dating Policy that is referenced above in Goal 3, Objective 1, can be found in School Board Policy FFH(LOCAL).***

***Comprehensive Needs Assessment is found on the following page***

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

| *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.<br>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.<br>Federal funds for one-on-one and small group reinforcement of skills and objectives.<br>Technology is used to help at-risk students. |
| *Special Program: Title 1 Schoolwide* | Continue to annually assess the needs of at risk students;<br>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<br>Continue using our parent involvement policies and practices.<br>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.<br>Continue to offer a variety of traditional and non-traditional CTE courses to both genders.<br>Construct Master Schedule to give the students choices in their CTE courses.<br>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.<br>Small class sizes when we can.<br>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.<br>Federal and State funds.<br>Continue using our parent involvement policies and practices. |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

| *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.<br>• 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.<br>• Local |
| *Academic Achievement* | To provide aides for tutoring and small group acceleration; To maintain high scores in all STAAR subjects.<br><br>To increase all students' math and science scores<br><br>• To improve results for At-Risk students including English Language Learners, students with disabilities and students in poverty.<br>• Produce more college ready students. | • Currently performing well on State Tests. High graduation percentage. | • Continued emphasis on technology and assessment programs<br>• Local and Federal funds.<br>• More inclusion assistance for high rigor of college readiness. |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

| *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.<br>• Vertically align curriculum between grade levels.<br>• 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.<br>• 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.<br>To continue to align the TEKS with curriculum taught in classrooms.<br>• Vertically align curriculum between grade levels.<br>• More professional development in Region Materials Assessment tools with needs in ELA. | • Benchmarking methods. Bell to bell concept teaching.<br>Teachers use a variety of instructional strategies and assessments on a daily basis.<br>Professional development is provided to assist in areas of instruction and assessment as need.<br>Benchmarks and assessments are closely monitored to ensure alignment between TEKS and curriculum is occurring. | • Local funds.<br>• State funds |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

| *Area of Review* | *Needs* | *Strengths* | *Priorities & How Federal/ State Local Funds will be used* |
|---|---|---|---|
| *Staff Certifications, Recruitment, Retention* | • Recruit/Retain quality teachers<br>• 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.<br>• 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.<br>To build capacity and outreach to all parents of students.<br>• 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)<br>SPIN meetings are fairly well attended.<br>The school includes all parents in school activities and functions.<br>Information is provided to parents in their native language.<br>• Parents are given information on state assessments and proficiency levels.<br>• 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<br>• Trauma Informed Care Certifications | • Family friendly oriented environment.<br>Positive culture and climate is attained through focusing on positive and affirmative behavior.<br>Random acts of kindness are rewarded. | • Local funds as needed |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

| *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.<br>To continue to provide technological instruction to students and staff.<br>• 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.<br>• Federal, state, and local funds as needed for additional technology and/or programs. |
| *Summary of Data Reviewed:*<br><br>*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

| 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

**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% |

## 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 | | | | | | | | | | | | | |

## 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 | |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

## 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 | Econ. 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% | | | |

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

## 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 | Specialed | 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 5$^{th}$ 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.

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

**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.

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN

# SUDAN INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN