

**Sterling City ISD
2023-2024**

District Improvement Plan

2023-2024 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Grubbs, Travis	Superintendent	Sterling City ISD	
Jackson, Amanda	Elementary Principal	Sterling City ISD	5-2023
Jennings, Cash	Secondary Principal	Sterling City ISD	5-2023
Guetersloh, Michele	Compliance Director	Sterling City ISD	5-2023
Stafford, Stephanie	Counselor	Sterling City ISD	5-2023
Miller, Sara	Special Programs	Sterling City ISD	5-2023
Juarez, Lynn	Auxiliary Staff	Sterling City ISD	5-2023
Morrison, Heather	Teacher	Sterling City ISD	5-2023
Gonzales, Melissa	Teacher	Sterling City ISD	5-2023
Beck, Courtney	Teacher	Sterling City ISD	5-2023
Sisco, Jennifer	Teacher	Sterling City ISD	5-2023
Doggett, Jessica	Teacher	Sterling City ISD	5-2023
McClure, Lanae	Teacher	Sterling City ISD	5-2023
Martinez, Melinda	Parent	Sterling City ISD	5-2023
Foster, Starr	Parent	Sterling City ISD	5-2023
Galaviz, Oscar	Business Representative	Sterling City ISD	5-2023
Parrish, Jadyon	Student	Sterling City ISD	5-2023
Justiss, Adlyson	Student	Sterling City ISD	5-2023
Venzor, Sonya	Community Representative	Sterling City ISD	5-2023

Names of People Responsible For Implementation

Name	Title	Campus / District
Grubbs, Travis	Superintendent	Sterling City ISD
Ferguson, Dow	Technology Director	Sterling City ISD
Stafford, Stephanie	Counselor	Sterling City ISD
Sisco, Trey	Athletic Director	Sterling City ISD
Jackson, John	Athletic Director	Sterling City ISD
Guetersloh, Michele	Compliance Director	Sterling City ISD
Jennings, Cash	Secondary Principal	Sterling City ISD
Jackson, Amanda	Elementary Principal	Sterling City ISD
Irby, Bretinie	Special Programs (504 & ESL)	Sterling City ISD
Miller, Sara	Special Education Director/Teacher	Sterling City ISD
McGuire, Michaelle	Secondary Secretary	Sterling City ISD
Troxel, Lisa	Elementary Secretary	Sterling City ISD
Justiss, Wendy	ELA Teacher	Sterling City ISD
McCrea, Jessica	High School Math Teacher	Sterling City ISD
Sisco, Jennifer	Math Teacher	Sterling City ISD
Schovajsa, Jamie	Junior High Teacher	Sterling City ISD
Marler, Josh	Social Studies Teacher	Sterling City ISD
Slate, Cody	Social Studies Teacher	Sterling City ISD
Wilson, Culley Jo	Elementary PE Teacher	Sterling City ISD
Blackwelder, Shannon	Junior High Reading Teacher	Sterling City ISD
Maxcey, Danielle	High School Science Teacher	Sterling City ISD
Ortega, Cherry	Spanish Teacher	Sterling City ISD
Chudej, Blake	Agriculture Teacher	Sterling City ISD
McClure, Lanae	Family & Consumer Science Teacher	Sterling City ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Richard, Kyler	Junior High SS/ELA Teacher	Sterling City ISD
Gotcher, Sharon	PreKindergarten Teacher	Sterling City ISD
Marler, Jana Kaye	2nd Grade Math/Science Teacher	Sterling City ISD
Morrison, Heather	2nd Grade ELAR/Social Studies Teacher	Sterling City ISD
Fowler, Caroline	1st Grade ELAR/Social Studies Teacher	Sterling City ISD
Coburn, Traci	1st Grade Math/Science Teacher	Sterling City ISD
Bearden, Christy	Kindergarten Teacher	Sterling City ISD
Slate, Candace	Junior High Math Teacher	Sterling City ISD
Gonzales, Melissa	3rd/4th Grade ELAR Teacher	Sterling City ISD
Doggett, Jessica	3rd Grade Math/Science/Social Studies Teacher	Sterling City ISD
Clinkscapes, Desiree	4th/5th Grade Math/Science/Social Studies Teacher	Sterling City ISD
Schmedicke, Darcy	4th/5th Grade ELAR/Social Studies/Science Teacher	Sterling City ISD
Davis, Kim	Library Aide	Sterling City ISD
Abrego, Victoria	Instructional Aide	Sterling City ISD
Juarez, Lynn	Instructional Aide	Sterling City ISD
Orozco, Diana	Instructional Aide	Sterling City ISD
Williams, Rosario	Instructional Aide	Sterling City ISD
Velez, Miranda	Instructional Aide	Sterling City ISD
Spindler, Carol	Food Service Director	Sterling City ISD
Parrish, Patricia	Instructional Aide	Sterling City ISD

STAAR

Grade: 5th, 8th-12th

STAAR Science

100%

	2018	2019	2021	2022	2023	2024	2025
All Students	95.00	91.00	87.00	85.00	90.00	95.00	100.00
Economically Disadvantaged	0.00	82.00	78.00	77.00	84.67	92.33	100.00
English Learners	0.00	0.00	80.00	100.00	100.00	100.00	100.00
Hispanic	0.00	79.00	83.00	79.00	86.00	93.00	100.00
Special Education	0.00	78.00	59.00	79.00	86.00	93.00	100.00
White	100.00	100.00	90.00	91.00	94.00	97.00	100.00

Grade: 3rd-12th

All Subjects

100%

	2018	2019	2021	2022	2023	2024	2025
All Students	87.00	79.00	79.00	84.00	89.33	94.67	100.00
Economically Disadvantaged	76.00	67.00	70.00	78.00	85.33	92.67	100.00
English Learners	0.00	49.00	64.00	86.00	90.67	95.33	100.00
Hispanic	79.00	70.00	70.00	79.00	86.00	93.00	100.00
Special Education	0.00	52.00	55.00	64.00	76.00	88.00	100.00
Two or More Races	0.00	58.00	95.00	83.00	88.67	94.33	100.00
White	93.00	85.00	87.00	89.00	92.67	96.33	100.00

Grade: 3rd-12th

STAAR ELA/Reading

100%

STAAR

	2018	2019	2021	2022	2023	2024	2025
All Students	85.00	76.00	74.00	83.00	88.67	94.33	100.00
Economically Disadvantaged	76.00	63.00	62.00	75.00	83.33	91.67	100.00
English Learners	0.00	38.00	45.00	82.00	88.00	94.00	100.00
Hispanic	75.00	67.00	61.00	78.00	85.33	92.67	100.00
Special Education	0.00	44.00	41.00	63.00	75.33	87.67	100.00
Two or More Races	0.00	0.00	86.00	0.00	90.67	95.33	100.00
White	84.00	82.00	85.00	88.00	92.00	96.00	100.00

Grade:3rd-12th

STAAR Mathematics

100%

	2018	2019	2021	2022	2023	2024	2025
All Students	90.00	84.00	84.00	84.00	89.33	94.67	100.00
Economically Disadvantaged	78.00	71.00	75.00	80.00	86.67	93.33	100.00
English Learners	0.00	69.00	80.00	81.00	87.33	93.67	100.00
Hispanic	83.00	76.00	75.00	79.00	86.00	93.00	100.00
Special Education	0.00	67.00	61.00	53.00	68.67	84.33	100.00
Two or More Races	0.00	0.00	100.00	0.00	100.00	100.00	100.00
White	95.00	92.00	91.00	88.00	92.00	96.00	100.00

Grade:8th-12th

STAAR Social Studies

100%

STAAR

	2018	2019	2021	2022	2023	2024	2025
All Students	81.00	74.00	82.00	89.00	92.67	96.33	100.00
Economically Disadvantaged	0.00	65.00	71.00	83.00	88.67	94.33	100.00
Emergent Bilingual/English Learners	0.00	0.00	0.00	100.00	100.00	100.00	100.00
Hispanic	0.00	61.00	76.00	82.00	88.00	94.00	100.00
Special Education	0.00	0.00	75.00	86.00	90.67	95.33	100.00
White	0.00	79.00	86.00	95.00	96.67	98.33	100.00

About Sterling City ISD

Vision Statement:
Sterling City Independent School District builds productive citizens with pride and integrity.

We encourage innovation through an engaging atmosphere and authentic learning experiences.

Grade Span:
EE – 12

Enrollment:
352

Accountability Rating:

2022 State Accountability
Overall Accountability Rating: A
- Student Achievement Rating: A
- School Progress Rating: A
- Academic Growth Rating: A
- Relative Performance Rating: A
- Closing the Gaps Rating: B

Distinction Designation:
Postsecondary Readiness

The poverty criteria used to serve/rank Title I eligibility is the number of children eligible for free and reduced priced lunches.

SCISD will identify disparities resulting in low-income/minority students being taught by higher rates of ineffective, inexperienced, or out-of-field teacher through a review of certification records, class offerings, and personnel records.

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/2018) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment – (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State academic standards.
 - c. Barriers for educators, students, and parents.
2. Prepare a comprehensive schoolwide plan – (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Use instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Provide enriched and accelerated curriculum.
 - e. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - f. Includes the involvement of parents, community members, teachers, principals, other school leaders, paraprofessionals, administrators, to the extent feasible, tribes and tribal organizations, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and students.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
3. Conduct an annual evaluation the schoolwide plan – (SWP EPE) Evaluation of Program Effectiveness. (Section 1116(b)(3))
 - a. Regular monitoring and revision as necessary based on student needs.
 - b. Ensure all students are provided opportunities to meet the State academic standards.

Federal Requirements - Schoolwide Program Elements

Sterling City School operates a Title I Schoolwide Program on the campus. The Schoolwide Components are addressed in the District Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).
 - * Sterling City ISD reviewed/revise the CNA on August 1, 2022.
 - Goal #1: Evaluation of Parent and Family Engagement Strategy
 - Goal #2: District Performance Objective Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #2: Technology Integrated Curriculum Strategy
 - Goal #2: Professional Development Strategy
2. Prepare a comprehensive Schoolwide Plan (SWP CIP).
 - * Sterling City ISD reviewed/revise the DIP on August 1, 2022. The Plan was reviewed by the District Planning Committee (DPC). The DIP is available on the district website and at the campus/district offices. It is distributed in English and Spanish.
 - Goal #1: Dropout Prevention Program Strategy
 - Goal #1: Career Guidance and Counseling Activity
 - Goal #1: Parent and Family Engagement Strategy
 - Goal #1: Building Capacity for Involvement Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #2: Career Education Strategy
 - Goal #2: Technology Integrated Curriculum Strategy
 - Goal #2: Professional Development Strategy
 - Goal #2: Recruitment and Retention Initiatives Strategy
 - Goal #3: Safe Schools Initiatives Strategy
 - Goal #3: Counseling Responsive Services Strategy
3. Conduct an annual Evaluation of Program Effectiveness (SWP EPE).
 - * Sterling City ISD evaluated/revise the schoolwide plan on August 9, 2023.
 - Goal #2: Accelerated Instruction Strategy / Evaluation of Program Effectiveness Activity
 - Goal #2: Technology Integrated Curriculum Strategy / Evaluation of Technology Program Activity
 - Goal #2: Professional Development Strategy / Evaluation of Professional Development Program Activity

Needs Assessment Summary

Sterling City School received a State Accountability Rating of A from TEA in 2022. This rating requires that the campus met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps. The district earned the Distinction Designation in the area of Postsecondary Readiness.

Student Strengths and Needs:

ELA/Reading: 83% of All Students met or exceeded the Approaches Grade Level standard on the STAAR ELA/Reading test. Percentages for other student groups ranged from 88% for White students to 63% for Special Education students.

Math: 84% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Math test. Percentages for other student groups ranged from 88% for White students to 53% for Special Education students.

Science: Students in fifth grade and eighth through twelfth grade took the STAAR Science test. 85% of All Students met or exceeded the Approaches Grade Level standard on the Science test. Percentages for other student groups ranged from 100% for Emergent Bilingual (EB)/English Learner (EL) students to 77% for Economically Disadvantaged students.

Social Studies: Students in eighth through twelfth grade took the STAAR Social Studies test. 89% of All Students met or exceeded the Approaches Grade Level standard on the Social Studies test. Percentages for other student groups ranged from 100% for EB students to 82% for Hispanic students.

Interventions:

Sterling City School has several programs in place to address identified needs. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs:

* Intervention Days (Hybrid Calendar)

* Counseling Services for grades K - 12

* At-Risk Instructional Services for grades PK - 4

CNA SUMMARY

Comprehensive Needs Assessment Summary

2023-2024

Utilized Data Sources: These will automatically populate from your CNA worksheets

<p>STAAR Data</p> <p>EOC Data</p> <p>Teacher Attendance</p> <p>Student/Parent/Teacher Surveys</p> <p>STAAR/EOC Data</p> <p>Graduation Rates/Dual Credit</p> <p>Translation Policy</p> <p>Enrollment Data</p>	<p>Demographics</p> <p>T-TESS</p> <p>Professional Development/Survey</p> <p>Discipline Data</p> <p>CTE Enrollment</p> <p>Parent Survey</p> <p>PFE Annual Title I Meeting</p> <p>Curriculum/Instruction</p>
<p>Dual Credit Enrollment</p> <p>Equity Plan</p> <p>Equity Plan - T-TESS</p> <p>Demographics/Teacher Attendance Surveys/Discipline Data</p> <p>Parent/Family Involvement Activities</p> <p>Technology</p> <p>Staff Quality/Retention</p>	

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Academic Achievement	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
	Teacher Professional Development: TEKSCON/STEMSCOPES/MINDPLAY	STAAR math and science improvement	STAAR math and science improvement
	Dual Credit	STAAR mastery level increase	STAAR mastery level increase
	Making progress in reaching HB 3 Board goals	Continued support for SPED/ESL/504/Dyslexia/GT	Newly designed STAAR - format and content
Staff Quality	Local STAAR results reflect SCISD student scores are remaining stable - exception master level/STAAR math & science	Evaluate and review current curriculum	Continued support for SPED/ESL/504/Dyslexia/GT
	The District allocates funding for professional development at the teacher's requests.	Time & scheduling for professional learning communities - sharing ideas/Instruction, etc.	Understanding and training regarding new STAAR format
	Teacher attendance	Professional Development - specific to subpopulation STAAR performance	Professional Development - specific to subpopulation STAAR performance
	Professional Development opportunities	Understanding and training regarding new STAAR format	
	Teacher retention		
	One time salary increase/Compensation/Foundation Scholarship/Vision & Dental Insurance		

School Climate/ Safe & Healthy Schools	Teacher attendance	Continue to address student needs related to social/emotional needs	Investigate the PASS program (Proactively Addressing Social and Emotional Barriers)
	Assemblies - Red Ribbon Week; Vaping	Continue efforts to address daily disinfecting of facilities	Continue to address student needs related to social/emotional needs
	Clean facilities		Continue to improve the Guardian program and safety protocols
	Safety Measures - magnetic doors, cameras, bullet resistant window film, etc.	Continue to improve the Guardian program and safety protocols	
	Vape Detectors/Fentanyl student training		
College & Career Readiness/ Graduation/ Dropout	Parent gun safety		
	CTE course offerings	Student goal setting	
	District pays for ACT testing and CTE certifications	Continue college/career/technical school exposure beginning in Elementary and Junior High grade levels	Continue college/career/technical school exposure beginning in Elementary and Junior High grade levels
	Number of students earning work-based certification		
	Sequence of courses		
Family and Community Involvement	TSI testing on campus		
	Provide multiple opportunities for involvement	Family Enrichment videos/programs/resources	Offer meetings at different times tied to a student activity (i.e. muffins with mom, etc.)
	Methods of parent outreach: mass communication system, District Facebook page, District website, Class Dojo, Band application, etc.	Offer meetings at different times tied to a student activity (i.e. muffins with mom, etc.)	
	Funding for teacher requested materials, etc.	Continue technology support and training	Continue technology support and training
	Facilities		
District/Campus Commitments	Types of technology (one-to-one, teacher computers, etc.)		
	Education Foundation		
	Financial stability		

NOTE : Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

PLANNING
&
DISTRIBUTION

Planning, Distribution, and Translation Procedures

CNA and D/CIP Process

The purpose of a comprehensive needs assessment is to examine multiple sources of information and data regarding all students, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students, and migrant students to identify the most important academic needs within the District and to increase student performance.

Date: The CNA was conducted on August 1, 2022 for the 2022-2023 school year.

Stakeholders: Sterling City ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment and District/Campus Improvement plan. Classroom teacher representatives of the District Planning Committee are nominated and elected by classroom teachers assigned to each campus. At least one campus-based nonteaching professional representative shall be nominated and elected by the campus-based non-teaching professional staff. All other representatives of the District Planning Committee such as business representatives, parents, and are recommended by administration.

Data Gathering: Since the comprehensive needs assessment is an on-going process that assists in clarifying the goals and vision of the District, online surveys addressing areas of concentration will be posted on the District's website as a way to gather information from parents, staff members, and students. Survey results will be reported to the District Planning Committee. When planning the CNA process the following areas will be addressed and discussed: academic achievement, staff quality, school climate/safe and healthy schools, college and career **readiness/graduation**/dropout reduction, parents, family, and community engagement, and district/campus commitments. Data found in STAAR, District demographics, TAPR, PEIMS, T-TESS, etc. will be used in the CNA process. Through the needs assessment process, strengths and weaknesses and specific priorities for improving student achievement and meeting academic needs will be identified. The concept of a needs assessment is to build upon identified strengths and improve areas of weakness.

Meetings: Classroom teacher representatives of the District Planning Committee are nominated and elected by classroom teachers assigned to each campus. At least one campus-based nonteaching professional representative shall be nominated and elected by the campus-based non-teaching professional staff. All other representatives of the District Planning Committee are recommended by administration. At least two meetings are scheduled per year. Committee members who are unable to attend meetings are invited to meet with administration at a time and date convenient to the member for a briefing of the meeting's outcomes, etc.

Needs Assessment: After meetings with decision-makers, the needs assessment is summarized and documented within the District/Campus plan. After state assessment scores are made available, the needs assessment is further refined to include this data.

District/Campus Plan: The D/CIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, a draft D/CIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the D/CIP is refined accordingly.

Distribution

District/Campus Improvement Plan: The DIP is posted on the website in both English and Spanish at www.sterlingcityisd.net. Hard copies are also available at campus offices and the Administration building.

District/Campus Parent and Family Engagement Policy: The PFE policy is posted in both English and Spanish on the website at www.sterlingcityisd.net. Hard copies are also available in campus offices.

School-Parent Compact: The campus School-Parent compact is posted at www.sterlingcityisd.net. Hard copies are available at campus offices. Elementary campuses: the compact will be discussed during parent-teacher conferences (minimum of one per year).

Translation

District/Campus Improvement Plan: These documents are provided in English and Spanish. Should another language be needed, please contact campus administrators for assistance.

District/Campus Parent and Family Engagement Policy: These documents are provided in English and Spanish. Should another language be needed, please contact campus administrators for assistance.

School-Parent Compact: These documents are provided in English and Spanish. Should another language be needed, please contact campus administrators for assistance.

The District's translation policy may be found as an addendum to the District Improvement Plan.

TRANSLATION PROCEDURE

Translation Procedure

In an effort to increase parental and family engagement and support two-way communication, Sterling City ISD will provide, to the extent practicable, the Campus Improvement Plan and District Improvement Plan, the Parent and Family Engagement Policy, and any other pertinent information in a language and format understood by parents and the public.

These documents may be accessed in English:

- On the District's website
- In campus offices
- Hardcopy available upon request

Should there be families who speak languages other than English, as evidenced by the Home Language Survey, Sterling City ISD will provide translations orally and in written format when a 10% threshold is reached. Parents may request translated documents by making a verbal request to campus administration.

Who to contact:

Michele Guetersloh

(325) 378-5821

michele.guetersloh@sterlingcityisd.net

Procedimiento de traducción

En un esfuerzo por aumentar la participación de los padres y la familia y apoyar la comunicación bidireccional de la escuela al hogar, Sterling City ISD proporcionará, en la medida de lo posible, el Campus Improvement Plan y Plan de Mejoramiento Distrital, la Parent and Family Engagement Policy, y otra información pertinente en un idioma y formato comprendido por los padres y el público .

Se puede acceder a estos documentos en inglés:

- En el sitio del web
- En la oficina de masculine
- Copia en papel disponible a pedido

Si hay familias que hablan otros idiomas además del inglés, como lo demuestra la {Encuesta sobre el idioma del hogar}, Sterling City ISD proporcionará las traducciones oralmente y en formato escrito cuando nuevos idiomas alcanzar un umbral significativo 10%. Los padres pueden solicitar documentos traducidos por hacer una solicitud verbal a la administración de la escuela.

El contacto

Michele Guetersloh

(325) 378-5821

michele.guetersloh@sterlingcityisd.net

HB 3

EOY GOALS

Early Childhood Literacy Board Outcome Goal													
The percent of 3 rd grade students that score meets grade level or above on STAAR Reading will increase from 48% to 55% by June 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
GOAL 48%	GOAL 49%	BOY 47.5%	MOY 60.82%	EOY 54%	GOAL 51%	BOY 11%	MOY 42%	EOY 89%	GOAL 53%	BOY 48%	MOY 76%	EOY 92%	GOAL 55%
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
2019		27%	60%					33%	27%			39%	67%
2020													
2021		GOAL 28% BOY 3.60% MOY 8% EOY 60%	GOAL 61% BOY 78.8% MOY 98.5% EOY 100%					GOAL 34% BOY 17.5% MOY 63% EOY 33.33%	GOAL 28% BOY 4.67% MOY 60.84% EOY 66.67%			GOAL 40% EOY N/A	GOAL 68% EOY N/A
2022		GOAL 31% BOY 0% MOY 34% EOY 90%	GOAL 64% BOY 23% MOY 56% EOY 88%					GOAL 37% BOY 0% MOY 0% EOY 60%	GOAL 31% BOY 0% MOY 28% EOY 88%			GOAL 43% EOY 82%	GOAL 71% EOY N/A
2023		GOAL 40% BOY 20% MOY 68% EOY 69%	GOAL 65% BOY 28% MOY 84% EOY 100%					GOAL 40% BOY 14% MOY 50% EOY 78%	GOAL 50% BOY 43% MOY 68% EOY 88%			GOAL 45% EOY N/D	GOAL 75% EOY N/A
2024		GOAL BOY MOY EOY	GOAL BOY MOY EOY					GOAL BOY MOY EOY	GOAL BOY MOY EOY			GOAL EOY	GOAL EOY

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

The percent of Kindergarten students that score "B-E" reading levels or above on grade level Reading on the Fountas & Pinnell Guided Reading Level! Assessment will increase from 33% to 70% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
GOAL 33%	GOAL 40% BOY 40% MOY 55% EOY 100%	GOAL 50% BOY 24% MOY 75% EOY 92%	GOAL 60% BOY 30% MOY 54% EOY 73%	GOAL 70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		11%	22%						7%				
2021		GOAL 18%	GOAL 55.6 %						GOAL 9%				
		BOY 44.4%	BOY 33.3%						BOY 22%				
		MOY 36.4%	MOY 63.6%						MOY 9%				
		EOY 100%	EOY 100%						EOY 100%				
		100%	100%						100%				
2022		GOAL 21%	GOAL 59%						GOAL 12%				
		BOY 14%	BOY 48%						BOY 21.4%				
		MOY 80%	MOY 79%						MOY 73%				
		EOY 90%	EOY 100%						EOY 92%				
		90%	100%						92%				
2023		GOAL 45%	GOAL 65%						GOAL 25%				
		BOY 33%	BOY 25%						BOY 30%				
		MOY 64%	MOY 55%						MOY 77%				
		EOY 78%	EOY 72%						EOY 83%				
		78%	72%						83%				

2024	GOAL BOY MOY EOY	GOAL BOY MOY EOY	GOAL BOY MOY EOY
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**Early Childhood Literacy Progress Measure 2
Used in applicable Campus Plans with campus targets**

The percent of First Grade students that score "G-L" reading levels or above on grade level Reading on the Fountas & Pinnell Guided Reading Level Assessment will increase from 69% to 85% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
GOAL 69%	GOAL 72% BOY 6% MOY 36.6% EOY 70%	GOAL 76% BOY 36% MOY 77% EOY 60%	GOAL 80% BOY 25% MOY 81% EOY 83%	GOAL 85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		25%	44%					13%				
2021		GOAL 28% BOY 0% MOY 18.2% EOY 43.8%	GOAL 47% BOY 100% MOY 81.8% EOY 84.6%					GOAL 15% BOY 0% MOY 27.2% EOY 43.8%				
2022		GOAL 30% BOY 5% MOY 80% EOY 66%	GOAL 50% BOY 31% MOY 70% EOY 55%					GOAL 18% BOY 14% MOY 73% EOY 71%				

2023	GOAL	GOAL		GOAL
	45%	55%		35%
	BOY	BOY		BOY
	20%	20%		33%
	MOY	MOY		MOY
2024	GOAL	GOAL		GOAL
	80%	BOY		BOY
	MOY	MOY		MOY
	EOY	EOY		EOY
	100%	89%		77%

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

The percent of Second Grade students that score "J-M" reading levels or above on grade level Reading on the Fountas & Pinnell Guided Reading Level Assessment will increase from 47% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
GOAL 47%	GOAL 55% BOY 40% MOY 53% EOY 88.2%	GOAL 63% BOY 51% MOY 73% EOY 77%	GOAL 71% BOY 27% MOY 41% EOY 68%	GOAL 80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		24%	24%					12%				
2021		GOAL	GOAL					GOAL				
		32%	32%					14%				
		BOY	BOY					BOY				
		66.6%	33.3%					50%				
		MOY	MOY					MOY				
	50%	50%					50%					
	EOY	EOY					EOY					
	77.7%	100%					80%					

2022	GOAL	GOAL	GOAL
	35%	35%	17%
	BOY	BOY	BOY
	14%	41%	30%
	MOY	MOY	MOY
2023	59%	87%	69%
	EOY	EOY	EOY
	69%	88%	73%
	GOAL	GOAL	GOAL
	40%	40%	40%
2024	BOY	BOY	BOY
	25%	25%	23%
	MOY	MOY	MOY
	42%	40%	41%
	EOY	EOY	EOY
2024	66%	66%	65%
	GOAL	GOAL	GOAL
	BOY	BOY	BOY
	MOY	MOY	MOY
2024	EOY	EOY	EOY

EC Literacy Targeted Professional Development Plan

All PreK through 5th grade Reading teachers will attend the Science of Reading Academies over the next three years.

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 30% to 55% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
GOAL 30%	GOAL 31% BOY 9.17% MOY 14.09% EOY 38%	GOAL 39% BOY 0 % MOY 11% EOY 68%	GOAL 47% BOY 16% MOY 76% EOY 77%	GOAL 55%

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
2019		18%	40%					17%	7%			33%	22%
2020													
2021		GOAL 19% BOY 2% MOY 2% EOY 60%	GOAL 41% BOY 14.26% MOY 21% EOY 100%					GOAL 18% BOY 5% MOY 8.50% EOY 66.67%	GOAL 8% BOY 2% MOY 2% EOY 66.67%			GOAL 34% EOY N/A	GOAL 33% EOY N/A
2022		GOAL 22% BOY 0% MOY 11% EOY 60%	GOAL 44% BOY 0% MOY 11% EOY 77%					GOAL 21% BOY 0% MOY 0% EOY 20%	GOAL 11% BOY 0% MOY 11% EOY 66%			GOAL 37% EOY 82%	GOAL 26% EOY N/A
2023		GOAL 30% BOY 7% MOY 76% EOY 77%	GOAL 50% BOY 23% MOY 84% EOY 84%					GOAL 25% BOY 14% MOY 50% EOY 44%	GOAL 20% BOY 0% MOY 69% EOY 75%			GOAL 40% EOY N/D	GOAL 30% EOY N/A
2024		GOAL BOY MOY EOY	GOAL BOY MOY EOY					GOAL BOY MOY EOY	GOAL BOY MOY EOY			GOAL BOY MOY EOY	GOAL BOY MOY EOY

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

The percent of Kindergarten students that score in Tier II or above in Math on Istation will increase from 76% to 90% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
GOAL 76%	GOAL 78% BOY 84.2% MOY 94.7% EOY 100%	GOAL 80% BOY 92% MOY 96% EOY 96%	GOAL 82% BOY 73% MOY 73% EOY 96%	GOAL 85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		36%	48%						38%				
2021		GOAL 38% BOY 50% MOY 50% EOY 100%	GOAL 50% BOY 80% MOY 43.75% EOY 44.4% MOY 100%						GOAL 40% BOY 43.75% MOY 38.9% EOY 100%				

2022	GOAL	GOAL		GOAL
	41%	53%		43%
	BOY	BOY		BOY
	14%	66%		32%
	MOY	MOY		MOY
2023	86%	100%	91%	
	EOY	EOY	EOY	
	90%	100%	92%	
	GOAL	GOAL	GOAL	
	65%	80%	65%	
2024	BOY	BOY	BOY	
	60%	75%	62%	
	MOY	MOY	MOY	
	83%	81%	88%	
	EOY	EOY	EOY	
	92%	100%	89%	
	GOAL	GOAL	GOAL	
	BOY	BOY	BOY	
	MOY	MOY	MOY	
	EOY	EOY	EOY	

Early Childhood Math Progress Measure 2

The percent of First Grade students that score in Tier II or above in math on Istation will increase from 81% to 90% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
GOAL 81%	GOAL 83% BOY 40% MOY 63.3% EOY 95%	GOAL 85% BOY 77% MOY 90% EOY 87%	GOAL 87% BOY 100% MOY 100% EOY 100%	GOAL 90%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		31%	50%						25%				
2021		GOAL	GOAL						GOAL				
		33%	52%						27%				
		BOY	BOY						BOY				
		50%	50%						58.3%				
		MOY	MOY						MOY				
2022		42.11%	57.89%						36.84%				
		EOY	EOY						EOY				
		100%	91.6%						100%				
		GOAL	GOAL						GOAL				
		36%	55%						30%				
2023		BOY	BOY						BOY				
		23%	50%						36%				
		MOY	MOY						MOY				
		82%	90%						86%				
		EOY	EOY						EOY				
2023		92%	88%						86%				
		GOAL	GOAL						GOAL				
		80%	80%						80%				
		BOY	BOY						BOY				
		100%	100%						100%				
2023		MOY	MOY						MOY				
		100%	100%						100%				
		EOY	EOY						EOY				
2023		100%	100%					100%					

2024	GOAL BOY MOY EOY	GOAL BOY MOY EOY		GOAL BOY MOY EOY									
Early Childhood Math Progress Measure 3													
Used in applicable Campus Plans with campus targets													
The percent of Second Grade students that score in Tier II or above in math on Istation will increase from 71% to 80% by June 2024.													
Yearly Target Goals													
2020	2021		2022	2023	2024								
GOAL 71%	GOAL 73% BOY 76.4% MOY 93.7% EOY 71%	GOAL 75% BOY 81% MOY 85% EOY 77%	GOAL 77% BOY 68% MOY 50% EOY 68%	GOAL 80%									
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		35%	35%						35%				
2021		GOAL 37% BOY 46.15% MOY 46.67% EOY 66.6%	GOAL 37% BOY 53.85% MOY 53.33% EOY 87.5%						GOAL 37% BOY 30.77% MOY 46.67% EOY 70%				

2022	GOAL	GOAL		GOAL	
	40%	40%		40%	
	BOY	BOY		BOY	
	42%	52%		70%	
	MOY	MOY		MOY	
	67%	80%		58%	
EOY	EOY	EOY			
2023	77%	94%	73%		
	GOAL	GOAL	GOAL		
	80%	65%	60%		
	BOY	BOY	BOY		
	75%	55%	50%		
	MOY	MOY	MOY		
50%	60%	47%			
EOY	EOY	EOY			
2024	66%	66%	58%		
	GOAL	GOAL	GOAL		
	BOY	BOY	BOY		
	MOY	MOY	MOY		
	EOY	EOY	EOY		

EC Math Targeted Professional Development Plan

All PreK through 5th grade Reading teachers will attend the Science of Reading Academies over the next three years. All PreK through 5th grade Math teachers will implement math strategies learned at "Get Your Teach On" Professional Development attended in the 2019-2020 school year.

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 70% to 85% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
GOAL 70%	GOAL 75% EOY 95.7%	GOAL 80% BOY 76% MOY 76% EOY 100%	GOAL 83% BOY 85% MOY 100% EOY 100%	GOAL 85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		58%	83%						55%				
2021		GOAL 63% EOY 100%	GOAL 88% EOY 94.4%						GOAL 60% EOY 75%				
2022		GOAL 68% BOY 33% MOY 33% EOY 100%	GOAL 93% BOY 93% MOY 93% EOY 100%						GOAL 65% BOY 60% MOY 60% EOY 100%				

2022	GOAL	GOAL					GOAL				
	68%	93%					65%				
	BOY	BOY					BOY				
	33%	93%					60%				
	MOY	MOY					MOY				
	33%	93%					60%				
2023	EOY	EOY					EOY				
	100%	100%					100%				
	GOAL	GOAL					GOAL				
	100%	100%					100%				
	BOY	BOY					BOY				
	100%	100%					N/A				
2024	MOY	MOY					MOY				
	100%	100%					100%				
	EOY	EOY					EOY				
	100%	100%					100%				
	GOAL	GOAL					GOALB				
	BOY	BOY					OY				
2024	MOY	MOY					MOY				
	EOY	EOY					EOY				

CCMR Progress Measure 1

The percent of students passing TSI requirements for college entry for both ELA and Math will increase from 27.3% to 50% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
GOAL 30%	GOAL 35% EOY 39.1%	GOAL 40% BOY N/A MOY 43% EOY 43% (Math Only)	GOAL 45% BOY 50% MOY 50% EOY 48%	GOAL 50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		10%	56%						12%				
2021		GOAL 15% EOY 40%	GOAL 58% EOY 38%						GOAL 15% EOY 25%				

2022 MATH Only for this year	GOAL	GOAL		GOAL	
	17%	60%		17%	
	MOY	MOY		MOY	
	17%	57%		40%	
	EOY	EOY		EOY	
2023	17%	57%	40%		
	GOAL	GOAL	GOAL		
	100%	100%	100%		
	BOY	BOY	BOY		
	100%	100%	N/A		
	MOY	MOY	MOY		
	50%	60%	60%		
EOY	EOY	EOY			
2024	18%	60%	N/A		
	GOAL	GOAL	GOAL		
	BOY	BOY	BOY		
	MOY	MOY	MOY		
	EOY	EOY	EOY		

CCMR Progress Measure 2

The percent of students obtaining dual credit credits of a minimum of 9 credit hours will increase from 18.2% to 40% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
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2024	GOAL BOY MOY EOY	GOAL BOY MOY EOY																GOAL BOY MOY EOY
CCMR Progress Measure 3																		
The percent of Industry based certificaition will increase from 31.8% to 51% by August 2024.																		
Yearly Target Goals																		
2020		2021			2022			2023			2024							
GOAL 31.8%		GOAL 35% MOY 48% EOY 73%			GOAL 40% BOY 43% MOY 67% EOY 95%			GOAL 45% BOY 50% MOY 50% EOY 70%			GOAL 51%							
Closing the Gaps Student Groups Yearly Targets																		
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled					
2020		33%	22%							22%								
2021		GOAL 36% MOY 80% EOY 100%	GOAL 30% MOY 41% EOY 67%							GOAL 33% MOY 75% EOY 75%								

2022	GOAL	GOAL		GOAL
	36%	40%		38%
	BOY	BOY		BOY
	17%	43%		33%
	MOY	MOY		MOY
	17%	85%		57%
2023	EOY	EOY	EOY	
	83%	100%	80%	
	GOAL	GOAL	GOAL	
	65%	50%	25%	
	BOY	BOY	BOY	
	0%	44%	N/A	
2024	MOY	MOY	MOY	
	24%	68%	65%	
	EOY	EOY	EOY	
	65%	74%	N/A	
	GOAL	GOAL	GOAL	
	BOY	BOY	BOY	
2024	MOY	MOY	MOY	
	EOY	EOY	EOY	

CCMR Targeted Professional Development Plan

CTE Instructors will attend course specific conferences every year.

School Board Monitoring Calendar

Month	Goal / Progress Measure	Evaluations Other Business	Trainings
August			
September			
October			
November 2022	First Reporting (Progress Monitoring)		
December			
January			
February			
March 2023	Second Reporting (Progress Monitoring)		
April			
May			
June			
July 2023	Third Reporting (Progress Monitoring) Review Board Goals		

PFE

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COMPACT

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Sterling City ISD
District Parent and Family Engagement Policy
2023-2024

Sterling City ISD will implement the following statutory requirements:

- ⇒ The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ⇒ The school district will work with its schools to ensure that the required school-level parental involvement policies meet the Title I requirements, and include, as a component, a school parent compact.
- ⇒ The school district will incorporate this district-wide parental engagement policy into its district plan.
- ⇒ In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- ⇒ The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- ⇒ The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on parent advisory committees to assist in the education of their child; parents may serve on the District Improvement Committee, Student Health Advisory Committee, attend family engagement activities i.e. Turkey Trot, Field Day, etc., Thanksgiving Feast, Kickoff, Meet the Teacher, and all extra-curricular activities.*

Statement of Purpose

Sterling City ISD's vision is to build productive citizens with pride and integrity. It is also our vision to encourage innovation through an engaging atmosphere and authentic learning experiences. To accomplish this objective, the district will develop and maintain partnerships with parents/caregivers, patrons, and community members.

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All students will be expected to work toward mastering grade-level Texas Essential Knowledge and Skills (TEKS). Sterling City ISD acknowledges some students will need specialized assistance to achieve their full potential. Extra support is available through the Title I program and various other educational services offered through the District.

Parent Involvement in Developing the Policy and the District Improvement Plan

Sterling City ISD will provide the following support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- ⇒ The Sterling City ISD District Planning Committee comprised of parents/caregivers, community members and campus personnel will meet annually to review and update the design and implementation of the Parent and Family Engagement Policy based on parent input and provide feedback and input on campus plans, policies and budget allocations.
- ⇒ The District will submit any parent comments on the District Improvement Plan from those who are not satisfied with the plan.

Sterling City ISD will take the following actions to involve parents in the joint development of the District's Parent and Family Engagement Policy:

- ⇒ Actively recruit parents/caregivers to serve on district and campus committees.
- ⇒ Schedule meetings at convenient times and offer a flexible number of meetings, such as meetings in the morning or evening, and provide home visits, as such services relate to parental involvement.
- ⇒ Facilitate communication between parents/caregivers and Title I campuses through website postings, sending letters/notifications home with students, and utilizing mass communication systems.
- ⇒ Parents can make comment on the District Improvement Plan through attendance at school board meetings.

The Parent and Family Engagement Policy will be distributed to parents at "Meet the Teacher" night with back to school orientation information, and at teacher conferences. It will also be made available for parents and the local community on the District's website in Spanish and English at www.sterlingcityisd.net under the "Parents/Students" tab.

Annual Meetings for Title I Parents

Two annual Title I meetings will be provided no later than December 15, 2023 with one meeting being held within the first six weeks of school and the second meeting to be held within the third six weeks of school in order to review the Title I school requirements, policies, and services as well as the Parent and Family Engagement Policy. Parents are encouraged at the annual meetings to be involved in reviewing, revising, and updating the Policy as necessary. The meetings will be held at a convenient time and location; notice of the meetings will be provided through written invitations to parents/caregivers, posted on the District's website, and through public notices. Translators will be available to help with non-English speaking parents/caregivers.

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Flexible Number of Meetings

Parents are invited to participate in a variety of meetings and activities throughout the course of the school year. Such meetings will be held at various times during the morning and evening hours. A “Meet the Teacher” night is held each year in August to provide parents the opportunity to visit their child’s classroom to become informed about grade level expectations. For parents who are unable to attend “Meet the Teacher” night, teachers will schedule individual parent-teacher conferences within the first three weeks of school. Parents are invited to participate in parent-teacher conferences throughout the school year to discuss their child’s progress. Parents may meet with teachers before and after school and during scheduled conference periods.

Capacity Building

Sterling City ISD will build the schools’ and parents’ capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community to improve student academic achievement, through the following:

- ⇒ Provide assistance to parents in understanding state’s academic standards and assessments and provide assistance to parents how to monitor a child’s progress by posting “how to” videos on the District’s website demonstrating how parents can access Gradespeed and the STAAR Portal.
- ⇒ Provide assistance to parents on how to work with teachers to improve their child’s achievement and provide materials and training to help parents to work with their children to improve their children’s achievement by providing two “Parent Resource” centers located in the office foyers on each campus where a Title I parent newsletter and other resources regarding literacy and how to use technology will be made available.
- ⇒ Staff members will be updated on the importance of two-way communication between parents and school during staff meetings throughout the school year.
- ⇒ The District shall to the greatest extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, Child Find, McKinney-Vento, English as a Second Language Program, and conduct other activities such as parent resource centers, Pre-Kindergarten Roundup, encouraging parent volunteering, and school newsletters.
- ⇒ In addition, parental input will be solicited through meetings, a survey, and parent-teacher conferences. Parents can submit requests for other reasonable support for parental involvement activities by completing an online request form. The request form is posted on the District’s website.
- ⇒ Sterling City ISD will take reasonable measures to ensure parents with limited English have meaningful access to participate in meetings, programs, and activities. The District will provide translators at the request of parents and written documents, such as the District Improvement Plan, Student Code of Conduct, Title I Compact, and the Parent and Family Engagement Policy will be translated into Spanish. Translated documents can be viewed on the District’s website

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and are made available in campus offices. When translation of documents is needed, Sterling City ISD will translate documents through the use of bilingual staff translators, Google translation, or through the use of the translation option on the District's website.

Staff/Parent Communications

Parents/caregivers will be informed of school activities through various avenues of communication throughout the school year; they will be consulted in the design, development and implementation of the Title I program. Teacher notes, conferences, personal contacts, phone calls and written notices will be used to establish and maintain open lines of communication with parents/caregivers. Translators will be available and/or Title I information will be provided in both English and Spanish. The District will contact and provide a bilingual staff translator to interpret verbal and written communication. Translated documents can be viewed on the District's website and are made available in campus offices. When translation of documents is needed, Sterling City ISD will translate documents through the use of bilingual staff translators, Google translation, or through the use of the translation option on the District's website.

Sterling City ISD will communicate curricular and assessment expectations, proficiency levels students are expected to meet, and descriptions and explanations of the District's curriculum in a timely manner. The District uses a variety of communication means such as the Student Handbook, "Meet the Teacher" night, School Website, Student Folders, Parent-Teacher Conferences, ARD/LPAC Meetings, Individual Notes/Phone Calls, Surveys, Report Cards, Progress Reports, Blackboard Connect, and the local newspaper to solicit parent participation and deliver important information concerning student achievement.

School-Parent Compacts

Sterling City ISD will jointly develop with parents a Parent-Teacher-Student Compact. This compact will provide an outline to enable the school and parents/caregivers to share responsibility for student performance and success. This compact explains how students, parents/caregivers, and staff will share responsibility for promoting student achievement. Students and parents are encouraged to discuss the contents of the compact. Compacts will be discussed during parent-teacher conferences. Compacts will be discussed annually at parent-teacher conferences held at the Elementary level.

Evaluation

Sterling City ISD will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement policies through a parent survey. This evaluation will be sensitive to the needs of the economically disadvantaged, limited English proficiency, limited literacy, and racial/ethnic backgrounds. The District will use the findings of the evaluation to identify more effective strategies for parent/family involvement and to revise the policies, if necessary. The evaluation will also help identify barriers to participation by parents/families, identify needs of parents/families to assist with the learning of their children, and identify strategies to support successful school and family interactions.

(Reviewed and Revised 6/6/2023)

SCHOOL-PARENT COMPACT

2023-2024

Sterling City I.S.D. and the parents of the students participating in activities, services, and programs funded by Title I, Part A, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2023-2024.

School Responsibilities

Sterling City I.S.D. will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows: teacher professional development opportunities and through Texas Essential Knowledge and Skills (TEKS) aligned lesson planning.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held within the first six weeks of school at scheduled parent-teacher conferences requested by the teacher or parent and during "Meet the Teacher" night.
- Provide parents with frequent reports on their children's progress by sending home with the student three week progress reports and report cards (every 6 weeks) and through parent-teacher conferences regarding benchmark results and grades.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during the teacher's scheduled conference period and before or after school. The staff will be available to hold conferences by phone, in person, and through email. Staff is accessible at school and may make home visits when necessary.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: classroom parties, extra-curricular events, eat lunch and breakfast with their child, and school programs. Parents may volunteer, participate, and/or observe such activities by contacting the classroom teacher or campus administrator and/or by following sign-in procedures on each campus.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Ensuring homework is completed
- Staying informed about my child's education
- Communicating with the school
- Attending parent-teacher conferences and scheduled meetings
- Volunteering
- Serving on campus and district level committees

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Attend school regularly
- Complete homework
- Give parents/guardians all notices, forms, and information sent home from school
- Come to school prepared to learn with the necessary tools and attitude for learning

(Reviewed June 6, 2023)

Distrito escolar independiente de Sterling City
Política de participación de padres y familias del distrito
2023-2024

Sterling City ISD implementará los siguientes requisitos legales:

⇒ El distrito escolar pondrá en funcionamiento programas, actividades y procedimientos para la participación de los padres en todas sus escuelas con programas de Título I. Esos programas, actividades y procedimientos se planificarán y operarán con una consulta significativa con los padres de los niños participantes.

⇒ El distrito escolar trabajará con sus escuelas para garantizar que las políticas requeridas de participación de los padres a nivel escolar cumplan con los requisitos del Título I e incluyan, como un componente, un pacto entre la escuela y los padres.

⇒ El distrito escolar incorporará esta política de participación de los padres en todo el distrito en su plan de distrito.

⇒ Al cumplir con los requisitos de participación de los padres del Título I, en la medida de lo posible, el distrito escolar y sus escuelas brindarán todas las oportunidades para la participación de los padres con niños con dominio limitado del inglés, padres con niños con discapacidades y padres de niños migratorios, incluyendo proporcionar información e informes escolares en un formato comprensible y uniforme e, incluyendo formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres entiendan.

⇒ El distrito escolar involucrará a los padres de los niños atendidos en escuelas de Título I en las decisiones sobre cómo se gasta el uno por ciento de los fondos de Título I reservados para la participación de los padres, y se asegurará de que no menos del 95 por ciento del uno por ciento reservado vaya directamente a las escuelas.

⇒ El distrito escolar se regirá por la siguiente definición legal de participación de los padres y espera que sus escuelas de Título I lleven a cabo programas, actividades y procedimientos de acuerdo con esta definición:

La participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar:

(A) que los padres desempeñen un papel integral en ayudar al aprendizaje de sus hijos;

(B) que se anime a los padres a participar activamente en la educación de sus hijos en la escuela;

(C) que los padres son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores de padres para ayudar en la educación de sus hijos; los padres pueden servir en el Comité de Mejoramiento del Distrito, el Comité Asesor de Salud

Estudiantil, asistir a actividades de participación familiar, es decir, Turkey Trot, Field Day, etc., Fiesta de Acción de Gracias, Kickoff, Meet the Teacher y todas las actividades extracurriculares.

Declaración de propósito

La visión de Sterling City ISD es formar ciudadanos productivos con orgullo e integridad. También es nuestra visión fomentar la innovación a través de una atmósfera atractiva y experiencias de aprendizaje auténticas. Para lograr este objetivo, el distrito desarrollará y mantendrá asociaciones con padres/cuidadores, patrocinadores y miembros de la comunidad.

Se espera que todos los estudiantes trabajen para dominar los Conocimientos y Habilidades Esenciales de Texas (TEKS) de nivel de grado. Sterling City ISD reconoce que algunos estudiantes necesitarán asistencia especializada para alcanzar su máximo potencial. El apoyo adicional está disponible a través del programa Título I y varios otros servicios educativos ofrecidos a través del Distrito.

Participación de los padres en el desarrollo de la política y el plan de mejora del distrito

Sterling City ISD brindará el siguiente apoyo en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico y el rendimiento escolar de los estudiantes:

- ⇒ El Comité de Planificación del Distrito de Sterling City ISD compuesto por padres/cuidadores, miembros de la comunidad y personal del campus se reunirá anualmente para revisar y actualizar el diseño y la implementación de la Política de participación de los padres y la familia en función de los comentarios de los padres y brindar comentarios y opiniones sobre los planes del campus políticas y asignaciones presupuestarias.
- ⇒ El Distrito presentará cualquier comentario de los padres sobre el Plan de Mejoramiento del Distrito de aquellos que no estén satisfechos con el plan.

Sterling City ISD tomara las siguientes medidas para involucrar a los padres en el desarrollo conjunto de la Política de Participación de Padres y Familias del Distrito:

- ⇒ Reclutar activamente a padres/cuidadores para servir en los comités del distrito y del campus.
- ⇒ Programar reuniones en horarios convenientes y ofrecer un número flexible de reuniones, como reuniones por la mañana o por la noche, y brindar visitas domiciliarias, ya que dichos servicios se relacionan con la participación de los padres.
- ⇒ Facilitar la comunicación entre los padres/cuidadores y las escuelas de Título I a través de publicaciones en sitios web, el envío de cartas/notificaciones a casa con los estudiantes y la utilización de sistemas de comunicación masivos.
- ⇒ Los padres pueden hacer comentarios sobre el Plan de Mejoramiento del Distrito a través de la asistencia a las reuniones de la junta escolar.

La Política de participación de los padres y la familia se distribuirá a los padres en la noche "Conozca al maestro" con información de orientación de regreso a la escuela y en las conferencias de maestros. También estará disponible para los padres y la comunidad local en el sitio web del Distrito en español e inglés en el sitio web del Distrito en español e inglés en www.sterlingcityisd.net en la pestaña "Padres/Estudiantes."

Reuniones Anuales para Padres de Título I

Se proporcionarán dos reuniones anuales de Título I a más tardar el 15 de diciembre de 2023 con una reunión dentro de las primeras seis semanas de clases y la segunda reunión dentro de las terceras seis semanas de clases para revisar los requisitos escolares de Título I, políticas y servicios, así como la Política de participación de los padres y la familia. Se alienta a los padres en las reuniones anuales a participar en la revisión, revisión y actualización de la Política según sea necesario. Las reuniones se llevarán a cabo en un lugar y hora convenientes; El aviso de las reuniones se proporcionará a través de invitaciones por escrito a los padres/cuidadores, se publicará en el sitio web del Distrito y mediante avisos públicos. Habrá traductores disponibles para ayudar a los padres/cuidadores que no hablen inglés.

Número flexible de reuniones

Los padres están invitados a participar en una variedad de reuniones y actividades a lo largo del año escolar. Dichas reuniones se llevarán a cabo en varios horarios durante las horas de la mañana y la tarde. Una noche de "Conozca al maestro" se lleva a cabo cada año en agosto para brindar a los padres la oportunidad de visitar el salón de clases de sus hijos para informarse sobre las expectativas del nivel de grado. Para los padres que no pueden asistir a la noche "Conozca al maestro", los maestros programarán conferencias individuales de padres y maestros dentro de las primeras tres semanas de clases. Los padres están invitados a participar en las conferencias de padres y maestros durante el año escolar para hablar sobre el progreso de sus hijos. Los padres pueden reunirse con los maestros antes y después de la escuela y durante los períodos de conferencias programados.

Creación de capacidad

Sterling City ISD desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre las escuelas involucradas, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de lo siguiente:

⇒ Proporcionar asistencia a los padres para comprender los estándares académicos y las evaluaciones del estado y brindar asistencia a los padres sobre cómo monitorear el progreso de un niño mediante la publicación de videos de "cómo hacerlo" en el sitio web del Distrito que demuestren cómo los padres pueden acceder a Gradespeed y al Portal STAAR.

⇒ Proporcionar asistencia a los padres sobre cómo trabajar con los maestros para mejorar el rendimiento de sus hijos y proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos al proporcionar dos centros de "Recursos para padres" ubicados en los

vestíbulos de las oficinas en cada campus. donde se pondrá a disposición un boletín informativo para padres de Título I y otros recursos relacionados con la alfabetización y cómo usar la tecnología.

⇒ Los miembros del personal serán actualizados sobre la importancia de la comunicación bidireccional entre los padres y la escuela durante las reuniones del personal durante el año escolar.

⇒ El Distrito deberá, en la mayor medida posible y apropiada, coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, Child Find, McKinney-Vento, el Programa de Inglés como Segundo Idioma, y llevar a cabo otras actividades como centros de recursos para padres, Resumen de Pre-Kindergarten, fomentar el voluntariado de los padres y boletines escolares.

⇒ Además, se solicitará la opinión de los padres a través de reuniones, una encuesta y conferencias de padres y maestros. Los padres pueden enviar solicitudes de otro apoyo razonable para las actividades de participación de los padres completando un formulario de solicitud en línea. El formulario de solicitud está publicado en el sitio web del Distrito.

⇒ Sterling City ISD tomará medidas razonables para garantizar que los padres con inglés limitado tengan un acceso significativo para participar en reuniones, programas y actividades. El Distrito proporcionará traductores a pedido de los padres y los documentos escritos, como el Plan de Mejoramiento del Distrito, el Código de Conducta Estudiantil, el Pacto del Título I y la Política de Participación de Padres y Familias se traducirán al español. Los documentos traducidos se pueden ver en el sitio web del Distrito y están disponibles en las oficinas del campus. Cuando se necesite la traducción de documentos, Sterling City ISD traducirá los documentos mediante el uso de traductores bilingües, la traducción de Google o mediante el uso de la opción de traducción en el sitio web del Distrito.

Comunicaciones entre el personal y los padres

Los padres/cuidadores serán informados de las actividades escolares a través de varias vías de comunicación durante el año escolar; serán consultados en el diseño, desarrollo e implementación del programa Título I. Se utilizarán notas del maestro, conferencias, contactos personales, llamadas telefónicas y avisos escritos para establecer y mantener líneas abiertas de comunicación con los padres/cuidadores. Habrá traductores disponibles y/o se proporcionará información del Título I tanto en inglés como en español. El Distrito contactará y proporcionará un traductor de personal bilingüe para interpretar la comunicación verbal y escrita. Los documentos traducidos se pueden ver en el sitio web del Distrito y están disponibles en las oficinas del campus. Cuando se necesite la traducción de documentos, Sterling City ISD traducirá los documentos mediante el uso de traductores bilingües, la traducción de Google o mediante el uso de la opción de traducción en el sitio web del Distrito.

Sterling City ISD comunicará las expectativas curriculares y de evaluación, los niveles de competencia que se espera que alcancen los estudiantes y las descripciones y explicaciones del plan de estudios del Distrito de manera oportuna. El Distrito utiliza una variedad de medios de comunicación como el Manual

del estudiante, la noche "Conozca al maestro", el sitio web de la escuela, las carpetas de los estudiantes, las conferencias de padres y maestros, las reuniones de ARD/LPAC, las notas individuales/llamadas telefónicas, las encuestas, las boletas de calificaciones y los informes de progreso. , Blackboard Connect y el periódico local para solicitar la participación de los padres y brindar información importante sobre el rendimiento estudiantil.

Pactos entre la escuela y los padres

Sterling City ISD desarrollará conjuntamente con los padres un Pacto entre padres, maestros y estudiantes. Este pacto proporcionará un esquema para permitir que la escuela y los padres/cuidadores compartan la responsabilidad por el desempeño y el éxito de los estudiantes. Este pacto explica cómo los estudiantes, los padres/cuidadores y el personal compartirán la responsabilidad de promover el rendimiento estudiantil. Se alienta a los estudiantes y padres a discutir los contenidos del pacto. Los pactos se discutirán durante las conferencias de padres y maestros. Los pactos se discutirán anualmente en las conferencias de padres y maestros que se llevan a cabo en el nivel de primaria.

Evaluación

Sterling City ISD llevará a cabo una evaluación anual del contenido y la eficacia de las políticas de participación de los padres y la familia a través de una encuesta para padres. Esta evaluación será sensible a las necesidades de las personas económicamente desfavorecidas, con un dominio limitado del inglés, una alfabetización limitada y antecedentes raciales o étnicos. El Distrito utilizará los resultados de la evaluación para identificar estrategias más efectivas para la participación de los padres/familia y para revisar las políticas, si es necesario. La evaluación también ayudará a identificar las barreras a la participación de los padres/familias, identificar las necesidades de los padres/familias para ayudar con el aprendizaje de sus hijos e identificar estrategias para apoyar interacciones exitosas entre la escuela y la familia.

(Revisado y revisado el 6/6/2023)

PACTO ESCUELA-PADRES

2023-2024

Distrito escolar independiente de Sterling City y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título I, Parte A, acuerdan que este pacto describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y el medio por el cual la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares del Estado.

Este pacto entre la escuela y los padres está vigente durante el año escolar 2023-2024.

Responsabilidades de la escuela

Distrito escolar independiente de Sterling City voluntad:

- Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los niños participantes cumplir con los estándares estatales de rendimiento académico de los estudiantes de la siguiente manera: oportunidades de desarrollo profesional docente y a través de la planificación de lecciones alineadas con los Conocimientos y habilidades esenciales de Texas (TEKS).
- Celebrar conferencias de padres y maestros (al menos una vez al año en las escuelas primarias) durante las cuales se discutirá este pacto en relación con el logro individual del niño. Específicamente, esas conferencias se llevarán a cabo dentro de las primeras seis semanas de clases en conferencias programadas de padres y maestros solicitadas por el maestro o el padre y durante la noche "Conozca al maestro".
- Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos enviando a casa con el estudiante informes de progreso y boletas de calificaciones de tres semanas (cada 6 semanas) y mediante conferencias de padres y maestros con respecto a los resultados y calificaciones de referencia.
- Proporcionar a los padres un acceso razonable al personal. Específicamente, el personal estará disponible para consultas con los padres durante el período de conferencias programadas del maestro y antes o después de la escuela. El personal estará disponible para realizar conferencias por teléfono, en persona y por correo electrónico. El personal es accesible en la escuela y puede hacer visitas a domicilio cuando sea necesario.
- Proporcionar a los padres oportunidades para ser voluntarios y participar en la clase de su hijo, y para observar las actividades del salón de clases, de la siguiente manera: fiestas en el salón de clases, eventos extracurriculares, almorzar y desayunar con su hijo y programas escolares. Los padres pueden ser voluntarios, participar y/u observar dichas actividades comunicándose con el maestro del salón de clases o el administrador del campus y/o siguiendo los procedimientos de registro en cada campus.

Responsabilidades de los padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

- Supervisión de asistencia
- Asegurarse de que se complete la tarea
- Mantenerme informado sobre la educación de mi hijo
- Comunicación con la escuela
- Asistir a conferencias de padres y maestros y reuniones programadas
- Trabajar como voluntario
- Servir en los comités a nivel del campus y del distrito

Responsabilidades del estudiante

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y lograr los altos estándares del Estado. Específicamente, haremos lo siguiente:

- Asistir a la escuela regularmente
- Tarea completa
- Entregar a los padres/tutores todos los avisos, formularios e información enviados a casa desde la escuela
- Venir a la escuela preparado para aprender con las herramientas y actitud necesarias para aprender

(revisado el 6 de junio 2023)

EQUITY

PLAN

Putting It All Together: Roadmap Overview and Reporting Template

Instructions

Please complete each field below. A district leader or staffer who was strongly involved with the equity work your district undertook while completing the five tools of this toolkit should complete this template with the support from the overall equity planning team. Each section of the reporting template can be filled in by copying and pasting the information from the end of each step in the toolkit.

If you have any questions, please reach out to the Equity Toolkit lead at your local ESC.

District Reporting Template

District Name	Sterling City I.S.D.
County District Number (CDN)	216901
Date	September 20, 2018 (original); July 6, 2020 (reviewed); June 23, 2021 (reviewed); August 1, 2022 (reviewed); August 9, 2023 (reviewed)
Name/E-mail of District Point Person	Michele Guetersloh



Results of Step 1. Engaging and Communicating with Stakeholders

Note that TEA does not require districts to report the outcomes of their stakeholder engagement planning. Your team may move forward to Step 2 to begin reporting the outcomes of your district's equity plan development.



Results of Step 2. Reviewing and Analyzing Data

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Reviewing and Analyzing Data Efforts Into Your Roadmap Reporting Template" from the **Step 2. Reviewing and**

Analyzing Data tool. Please transfer the information from the end of Step 2 into the spaces below.

Districts with four or more campuses should complete Table A. Districts with three or fewer campuses should complete Table B. All districts also must respond to the two questions following Table B on your district's definition of effective teaching.

Table B. Districts with Three or Fewer Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus	3.7%	.69%
B	State average ^a	14.4%	8.95%
C	State equity gap: Title 1 campus minus state average (row A - row B)	-10.7%	-8.26%

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus		
B	State average ^a		
C	State equity gap: Title 1 campus minus state average (row A - row B)		

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus		
B	State average ^a		
C	State equity gap: Title 1 campus minus state average (row A - row B)		

^a State averages for inexperienced and out-of-field teachers are available and updated annually on the TEA Equity Toolkit [website](#).

What is your district's definition of effective teaching?

In the fields below, record the definitions of effective teaching according to the three categories included in the table. Provide a description of your rationale for these three definitions.

Our District's Definition of Effective Teaching:

Teaching Performance	Student Learning	Student Engagement
<i>Selected data to measure teaching performance:</i>	<i>Selected data to measure student learning</i>	<i>Selected data to measure student engagement:</i>
Texas Teacher Evaluation and Support System (T-TESS)	Student performance in all subject areas on STAAR "meets grade level standard or above"	Attendance
<i>Definition of effective teaching using these data</i>	<i>Definition of effective teaching using these data</i>	<i>Definition of effective teaching using these data</i>
Teachers who receive proficient on all dimensions of T-TESS will be considered effective teachers.	The percent of students who "met" grade level standard or above in all subjects as calculated by state reporting.	Higher attendance rates equate to more student engagement in the classroom.

After examining the equity gaps in your district related to student access to effective teaching, what are your conclusions?

Teacher walk through evaluations and formal T-TESS evaluations indicate proficient ratings. Since proficiency has been observed through T-TESS regarding "student engagement," attendance was identified as a new measure for student engagement. After analyzing STAAR data, the committee discussed student performance in the "meets grade level standard or above". The committee would like to see continued improvement in student **performance** on STAAR and determined to use STAAR as a **measure** for student learning.



Results of Step 3. Conducting a Root Cause Analysis

For this next set of items, please refer to the “Putting It All Together: Incorporating Your Conducting a Root Cause Analysis Efforts Into Your Roadmap Reporting Template” section of your RCA tool and transfer the information to the following spaces.

Problem Statement:		
(Student Learning) Based on STAAR data, the District’s Hispanic population performed at a lower percentage than the White population in all subjects tested at the “meets grade level standard or above.”		
Root Causes as They Relate to ATTRACTING Excellent Teachers	Root Causes as They Relate to SUPPORTING Excellent Teachers	Root Causes as They Relate to RETAINING Excellent Teachers
The District had 0% turnover rate for the 2018-2019 school year.	Continued focused professional development to better understand and meet the needs of the Hispanic population is needed.	Retention rates at Sterling City ISD are very high. The District had 0% turnover rate for the 2018-2019 school year.



Results of Steps 4 and 5. Selecting Strategies and Planning for Implementation

For this next set of items, please refer to the “Putting It All Together: Incorporating Your Selecting Strategies Efforts Into Your Roadmap Reporting Template” section of your Selecting Strategies tool and Planning for Implementation tool.

Complete the following tables by first listing your district’s long-term outcomes. These are your high-level goals that should occur in the next 2–5 years if your strategies are successful. Then, list the strategies your district will implement to address the root causes of the equity gaps in your district.

Long-Term Outcomes (from Step 5):
 Sterling City I.S.D. will see improvement in STAAR performance at the “meets grade level standard or above” in the Hispanic population.

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
(Supporting Excellent Teachers)		(March 2024)	(June 2024)	(September 2024)
<p>Teachers do not receive focused professional development related to the instruction and learning of the District’s Hispanic population.</p> <p>Teachers will implement instructional strategies learned through professional development opportunities.</p>	<p>The District will allocate funds for professional development activities.</p> <p>Administration and teachers will coordinate professional development opportunities with Region 15 and outside agencies specific to the instruction and learning of Hispanic students.</p>	<p>Teachers will attend professional development specific to the instruction and learning of Hispanic students.</p> <p>The principal will document the implementation of strategies through walk through and formal T-TESS observations.</p>	<p>Professional development records will reflect attendance in training opportunities specific to the instruction and learning of Hispanic students.</p> <p>The principal will analyze walk through and formal T-TESS observations to schedule and make future recommendations on professional development opportunities.</p>	<p>Professional development records will reflect attendance in training opportunities specific to the instruction and learning of Hispanic students.</p> <p>Administration and teachers will analyze STAAR data.</p>

Use this box to provide any additional insights you learned from completing this process or provide any additional information you think is necessary to understanding your plan.

Reviewed Equity Plan – DPC Meeting August 9, 2023

The District Planning Committee met on August 9, 2023 to discuss the status of the Equity Plan. The Committee reviewed Preliminary 2022-2023 STAAR data and professional development records. The Committee agreed to continue the strategies identified in the Equity Plan throughout the 2023-2024 school year.

MIGRANT

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u> • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: Sterling City ISD
Region: 15

Priority for Service (PFS) Action Plan

Completed By: Michele Guetersloh
Date: 09/20/2023

School Year: 2023 - 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

<p><u>Goal(s):</u></p> <p>To focus on the unmet needs of migrant children who have been identified for “Priority for Services” (PFS) by providing them with supplemental instructional and support services.</p>	<p><u>Objective(s):</u></p> <p>PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form.</p> <p>PFS students will have a PFS Student Review Form completed with academic information to monitor student success.</p>
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Required Strategies			
Monitor the progress of MEP students who are PFS.	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> ▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	<p>July 1-August 30</p> <p>July 1-August 30</p>	<p>NGS Data District Migrant Contact</p> <p>ESC Migrant Department District Migrant Contact</p>	<p>Monthly PFS Reports</p> <p>Signed PFS Action Plan</p>
<p>Additional Activities</p> <ul style="list-style-type: none"> ▪ 			

Required Strategies

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. ▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Action Plan Sign In sheets/Emails/Monthly PFS Reports/Online platforms
	July1-August 30	ESC Migrant Department District Migrant Contact	Sign-In Sheets/Zoom chat/Emails/phone logs/PAC agenda
	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Parent Form Zoom, sign in sheets
Additional Activities			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. ▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Reports Emails/ District Contact log
	July1-August 30	ESC Migrant Department District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instructional Distribution Forms
	July1-August 30	ESC Migrant Department District Migrant Contact	Student Participation List, Invoices, Sign In logs
Additional Activities			
<ul style="list-style-type: none"> ▪ Provide students/parents with community resources and services. ▪ Coordinate with other programs to provide credit accrual options. 	July1-August 30	District Migrant Contact ESC Migrant Department	PAC Agenda, Monthly Zoom recordings, flyers

LEA Signature _____

Date Completed _____

ESC Signature _____

Date Received _____

Region 15 SSA ID&R PLAN

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
<p>A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By July 1 and March 30 for ID&R training or as determined by TEA. TX-NGS training to be determined</p>
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u>		
<p>Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>On-going as needed</p>
B. <u>Finalize all forms, documents, logs.</u>		
<p>Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.</p>	<p>Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>On-going as needed</p>
C. <u>Make recruiter assignments.</u>		
<p>Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>On-going as needed</p>
D. <u>Conduct ID&R.</u>		
<p>Potentially Eligible Migratory Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed.</p>	<p>Staff: MEP recruiters</p>	<p>By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children</p>
<p>Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs as needed.</p>		<p>Make initial outreach efforts by September 30.</p>
<p>Note: Share copies of COEs with appropriate entities as listed on COE.</p>		
E. <u>Complete COEs.</u>		
<p>Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.</p>	<p>Staff: MEP recruiters</p>	<p>Within 5 working days of parent signature</p>
F. <u>Review of COEs.</u>		
<p>Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed.</p>	<p>Staff: Designated SEA Reviewers TX-NGS staff</p>	<p>Within 7 working days of parent signature.</p>
<p>Submit to TX-NGS Terminal Site after eligibility review is completed.</p>		
<ul style="list-style-type: none"> TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 		
G. <u>Conduct residency verification.</u>		
<p>Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>Staff: MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.</p>

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries throughout the year
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all <u>areas/neighborhoods</u> where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year Ongoing throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Year Round
E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	
F. Other		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		
INDIVIDUALS RESPONSIBLE		
TIMELINE		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

Sterling City ISD
2022-2023 State Compensatory Education
Summary of Program Effectiveness

The following supplemental programs were provided to students at risk of dropping out of school in Sterling City ISD during the 2022-2023 school year:

Sterling City ISD:

- 1) **At-Risk Instructional Services were provided for students in Kindergarten through fifth grade.**
- 2) **A Disciplinary Alternative Education Program (DAEP) was available for students in first through twelfth grade.**

The SCE funded programs produced the following results:

- 1) as measured by **promotion to the next grade:**
 - * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in Kindergarten.
 - * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in first grade.
 - * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in second grade.
- 2) as measured by achieving passing scores on the **STAAR tests:**
 - **At-Risk Instructional Services**
Reading
 - * **57%** for third grade At-Risk participants. This is less than the 67% passing rate for all At-Risk students and is less than the 100% passing rate for all Not At-Risk students. **90%** for Educationally Disadvantaged participants. This matches the 90% for all Educationally Disadvantaged students and exceeds the 89% for all Not Educationally Disadvantaged students.
 - * **67%** for fourth grade At-Risk participants. This matches the 67% passing rate for all At-Risk students and is less than the 100% passing rate for all Not At-Risk students. **78%** for Educationally Disadvantaged participants. This matches the 78% passing rate for all Educationally Disadvantaged students and is less than the 100% passing rate for all Educationally Disadvantaged students.

Sterling City ISD
2022-2023 State Compensatory Education
Summary of Program Effectiveness

- * **100%** for fifth grade At-Risk participants. This matches the 100% passing rate for all At-Risk students and exceeds the 88% for all Not At-Risk students. **100%** for Educationally Disadvantaged participants. This matches the 100% passing rate for all Educationally Disadvantaged students and exceeds the 90% passing rate for all Not Educationally Disadvantaged students.

- * **14%** for third grade At-Risk participants. This is less than the 17% passing rate for all At-Risk students and less than the 92% for all Not At-Risk students. **60%** for Educationally Disadvantaged participants. This matches the 60% passing rate for all Educationally Disadvantaged students and is less than the 78% passing rate for all Not Educationally Disadvantaged students.

- * **50%** for fourth grade At-Risk participants. This matches the 50% passing rate for all At-Risk students and is less than the 100% passing rate for all Not At-Risk students. **67%** for Educationally Disadvantaged participants. This matches the 67% passing rate for all Educationally Disadvantaged students and is less than the 100% passing rate for all Not Educationally Disadvantaged students.

- * **83%** for fifth grade At-Risk participants. This exceeds the 82% passing rate for all At-Risk students and the 63% passing rate for all Not At-Risk students. **78%** for Educationally Disadvantaged participants. This matches the 78% passing rate for all Educationally Disadvantaged students and exceeds the 70% passing rate for all Not Educationally Disadvantaged students.

Science

- * **58%** for fifth grade At-Risk participants. This exceeds the 55% passing rate for all At-Risk students and is less than the 75% passing rate for all Not At-Risk participants. **56%** for Educationally Disadvantaged participants. This matches the 56% passing rate for all Educationally Disadvantaged students and is less than the 70% passing rate for all Not Educationally Disadvantaged students.

- **Disciplinary Alternative Education Program (DAEP)**
 - * There were no participants in the DAEP

Sterling City ISD
2022-2023 State Compensatory Education
Summary of Program Effectiveness

Evaluation:

Sterling City ISD is pleased with the overall success rate of the supplemental programs for students at risk of dropping out of school. Sterling City ISD will continue to offer supplemental programs next year because the district believes strategies such as At-Risk Instructional Services help increase academic achievement among students who are at risk of dropping out of school. Sterling City ISD will monitor and modify the supplemental instructional programs as needed to ensure higher success rates in the 2023-2024 school year. If modifications do not improve a program's success rate, the program will be discontinued.

Goal: 1 Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]

Objective(s): PK-12th Less than 1% of all students will drop out of school during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and the Student/Parent Handbook, during open house and during parent meetings.</p> <p>An incentive based program is in place based on six weeks attendance records. Awards are given yearly and at the end of semesters.</p> <p>High School students may receive exceptions from elective courses and will be able to participate in field trips.</p> <p>Parents will be contacted after a student has had three consecutive absences.</p> <p>A Saturday School will be provided for students in grades 6 – 12 who need instructional time as determined by the attendance committee for the 90% attendance requirement.</p> <p>Students can make up attendance before school, after school, and/or during lunch.</p> <p>The Principals will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p> <p>Principal project assigned Summer School Intervention Days (Hybrid Calendar)</p>	<p>8/2023 - 5/2024</p>	<p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Documents: Parent Contact Logs - 8/23: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Documents: Parent Contact Logs - 12/23: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	<p>Through the use of positive reinforcements, Sterling City ISD faculty will encourage academic growth and increased student attendance.</p>	<p>Documents: Attendance Records - 05/24: Attendance records will indicate that all students and all student groups have an attendance rate of at least 95%.</p> <p>Documents: Parent Contact Logs - 05/24: Contact with 100% of parents/guardians of students who have excessive absences.</p>

Goal: 1	Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]					
Objective(s): PK-12th	Less than 1% of all students will drop out of school during the current school year.					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Pregnancy Related Services - Pregnant students are eligible to receive Pregnancy Related Services (PRS) as verified by a responsible campus official (administrator, nurse, or counselor); a physician or nurse midwife licensed to practice in the U.S.; or a nurse practitioner.</p> <p>The district will also provide Compensatory Education Home Instruction (CEHI) for any identified pregnant students. The certified teacher serving as the CEHI instructor will maintain a log of home instruction during the days or weeks the students receives CEHI.</p> <p>Counseling services are provided for the students, staff, and parents. They include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities, and coping skills.</p>	8/2023 - 5/2024	Counselor - Stephanie Stafford	Local Funds - Time Contribution of CEHI Instructor	Documents - School Records - 12/23. School records document PRS entry date and services provided.	Students who are pregnant or are parents will have the same opportunity to meet the challenging State student performance standards that all students are expected to meet.	Documents - School Records - 05/24; 100% Completion Rate.

Goal: 1	Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]					
Objective(s): PK-12th	Less than 1% of all students will drop out of school during the current school year.					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten and continue through high school. Through enhanced dropout prevention efforts, 100% of Sterling City ISD students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities to assist them in their academic success. An Alternative Education Program is available through a share service arrangement with Fairview ISD.</p> <p>Students in grades 10 – 12 who are deficient in credits required for graduation will be provided an opportunity to participate in a Credit Recovery class. Students will use the EDGENUITY program, which is an individualized self-paced computer program.</p> <p>Students will also have the opportunity to enroll in the Texas Virtual School Network (TXVSN), which provides on-line instruction to public school students.</p>	8/2023 - 5/2024	Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson	Local Funds - Time Contributions of Staff and Faculty	<p>Documents: Attendance Records - 12/23: Attendance rate at 95%, or above.</p> <p>Informal Assessment</p> <p>Classroom Assessments - 12/23: 80% of students will pass interim assessments and campus benchmark tests in all subjects.</p>	Increased student achievement	<p>Informal Assessment</p> <p>Classroom Assessments - 05/24: 90% of students will pass all end of year campus benchmark tests.</p> <p>Criterion-Referenced Test</p> <p>STAAR Tests - 05/24: 89% of students in grades 3 - 10, and students retested in grades 11 and 12, will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 1	Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]					
Objective(s): PK-12th	Less than 1% of all students will drop out of school during the current school year.					
Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Extracurricular Activities - Sterling City ISD offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in.</p> <p>A comprehensive Athletic program is available at Sterling City School, ensuring that each student has an opportunity to pursue the sport(s) in which they are most talented and/or interested - young men and women alike. Students are encouraged to participate in UIL athletic competition.</p> <p>Sports available include Football, Basketball, Volleyball, Golf, Tennis, Cross Country, Track and Cheerleading.</p> <p>Students have a variety of clubs and organizations available to them to ensure they develop into goal-oriented and well-rounded individuals and develop social skills and leadership skills. These organizations include National Honor Society, Yearbook, FFA, and FCCLA.</p> <p>Sterling City School's UIL activities are available to students to ensure they develop into goal-oriented and well-rounded individuals in the realm of education, athletics, non-athletic talents, social skills, and leadership. Students are recruited and encouraged to participate in all the extracurricular activities that are available.</p>	8/2023 - 5/2024	Secondary Principal - Cash Jennings Athletic Director - Trey Sisco Athletic Director - John Jackson	Local Funds - Time Contributions of Staff and Faculty		Students will become more diversified, goal-oriented and well-rounded individuals.	<p>Informal Assessment :Classroom Assessments - 05/24; Based on Report Cards and Failure Reports, students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p> <p>Documents :Student Records- 05/24; Increase in the number of participants in extra-curricular activities.</p>

Goal: 1	Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]					
Objective(s): PK-12th	Less than 1% of all students will drop out of school during the current school year.					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Ancillary Services - Sterling City ISD provides Ancillary Services or related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p>	8/2023 - 5/2024	Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson	Local Funds - Time Contributions of Ancillary Staff	Documents - School Records - 12/23: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field."	<p>Informal Assessment - Classroom Assessments - 05/24: 90% of students will pass EO Y benchmark tests.</p> <p>Criterion-Referenced Test - STAAR Tests - 05/24: 89% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 1 Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]

Objective(s): PK-12th Less than 1% of all students will drop out of school during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include:</p> <ul style="list-style-type: none"> * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities; * Personal-Social: Development of healthy self-concepts and development of adaptive and adjusted social behavior. <p>The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <ol style="list-style-type: none"> 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early 	<p>8/2023 - 5/2024</p>	<p>Counselor - Stephanie Stafford</p>	<p>Federal - Title I, Part A - Time Contributions of Counselor FTE: 0.74 \$38,494.62</p> <p>Federal - Title II, Part A - Time Contributions of Counselor FTE: 0.12 \$7,037.32</p> <p>Federal - Title IV, Part A SSAEP - Time Contributions of Counselor FTE: 0.14 \$6890.24</p>	<p>Documents - Lesson Plans - 12/23: Lesson plans will detail activities that will provide information about career opportunities.</p>	<p>Increased student awareness about different career fields.</p>	<p>Documents - Student Records - 05/24: All students will have ideas of potential careers and goals to prepare themselves with successful high school and post secondary studies.</p>

Goal: 1 Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]

Objective(s): PK-12th Less than 1% of all students will drop out of school during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>graduation or college credits.</p> <p>Activity: Homeless Services - The Sterling City ISD Homeless Liaison will work with the district administrators and the school counselor in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Sterling City ISD will be in compliance with federal Homeless regulations.</p>	<p>8/2023 - 5/2024</p>	<p>Compliance Director - Michele Guetersloh</p>	<p>Federal - Title I, Part A - Homeless Resources \$100.00</p>		<p>No student will suffer an interruption in their education because of homelessness.</p>	<p>Documents - School Records - - 05/24 - The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.</p>

Goal: 1 Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]

Objective(s): PK-12th Less than 1% of all students will drop out of school during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Family Engagement (SWP CIP) - Sterling City ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy was developed/reviewed by the DPC on August 9, 2023. The Policy is distributed at the "Meet the Teacher" night at the secondary, and</p>	<p>8/2023 - 5/2024</p>	<p>Superintendent - Travis Grubbs Compliance Director - Michele Guetersloh Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>Local Funds - Time Contributions of Parents and Staff</p>	<p>Documents -Parent Contact Logs- Monthly; Increase in parents attending Sterling City ISD activities as communication increases between teachers and parents.</p>	<p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documents -Parent Contact Logs- 05/24; A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.</p>

Goal: 1	Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]					
Objective(s): PK-12th	Less than 1% of all students will drop out of school during the current school year.					
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>teacher conferences at the elementary, in English and Spanish. Parent and Family Engagement meetings at Open House, designated PD/Workday, and Intervention Days.</p> <p>Stakeholders are notified through the Sterling City ISD website, marquee postings, newsletters, emails, Facebook, Blackboard connect TEXT, EMAIL and Call Out system, personal contacts and folders/letters from the district in English and Spanish.</p> <p>The district will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs. The district will actively recruit the participation of a diverse population of parents. The meetings will be scheduled at a convenient time and location.</p> <p>Parents will be invited to come, and a Public Notice will be posted.</p>						

Goal: 1	Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]					
Objective(s): PK-12th	Less than 1% of all students will drop out of school during the current school year.					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP CIP) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences.</p>	8/2023 - 5/2024	Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents -Parent Contact Logs- 05/24- Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

Goal: 1	Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]							
Objective(s):	PK-12th	Less than 1% of all students will drop out of school during the current school year.	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Implementation: Reform Methodologies, Strategies and Activities								
<p>Activity:</p> <p>Parent and Family Engagement Opportunities - Sterling City ISD provides numerous opportunities for parental involvement, as it strives to develop and maintain an optimum learning environment for all students:</p> <ul style="list-style-type: none"> * Spanish translators will be provided for parents when needed * Conduct student orientation for incoming freshmen and their parents * Provide information to high school parents and teachers on higher educational opportunities * Conduct a Financial Aid Night and Informational meeting for students in grades 11 - 12 * Hold STAAR End of course informational meetings for parents of students in grades 9 through 11 * Parents may contribute by volunteering * Parents may contribute by creating a supportive home environment * Parents are invited to participate in parent-teacher conferences * Parents may participate by attending school meetings and student programs * Parents are surveyed to get input about the Title I program * Parents are invited to eat lunch with their children 	<p>8/2023 - 5/2024</p>	<p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>Local Funds - Time Contributions of Parents and Staff</p>	<p>Documents - School Records -- 05/24: School records indicate that at least 80% of students' parents and/or family members participated in partnership in educational opportunities.</p>	<p>Parents as full partners in the education of Sterling City ISD students.</p>	<p>Documents - School Records -- 05/24: 90% of the parents will have created a TX Connect account and logged into their child's account.</p>		
<p>Activity:</p> <p>TX Connect - TX Connect is a program that allows parents to have an ongoing look their child's progress in regards to both grades and attendance. Parents will be able to monitor grades, pending assignments and attendance on a daily basis. Grades are updated each week and will include assignments as they are completed.</p>	<p>8/2023 - 5/2024</p>	<p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>Local Funds - TX Connect Program</p>	<p>Documents - School Records -- Monthly: An increase in parents using TX Connect to monitor students' progress.</p>	<p>Increase in students' achievement, with increased parent and family engagement.</p>	<p>Documents - School Records -- 05/24: 90% of the parents will have created a TX Connect account and logged into their child's account.</p>		

Goal: 1 Objective(s): PK-12th Less than 1% of all students will drop out of school during the current school year.	Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Building Capacity for Involvement - In compliance with Federal Title I, Part A Improving Basic Programs regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options. 	8/2023 - 5/2024	Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson	Local Funds - Time Contributions of Staff and Community	Documents -Parent Contact Logs- 12/23: An increase in community and parent involvement activities as compared to the previous year.	Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents -Parent Contact Logs- 05/24: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

Goal: 1 Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]

Objective(s): PK-12th Less than 1% of all students will drop out of school during the current school year.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy: Evaluation of Parent and Family Engagement (SWP CNA) - Parent and Family Engagement in Sterling City ISD is monitored and evaluated by the Administrative team. Surveys, including questions about the effectiveness of the program, will be distributed and the results tabulated. Teacher surveys and teacher contact records will be used to determine the number and kinds of interaction between school and parents. The District Planning committee will revise the District Parent and Family Engagement policy based on the results of this annual review.</p>	<p>8/2023 - 5/2024</p>	<p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson Compliance Director - Michele Guetersloh</p>	<p>Local Funds - Surveys</p>	<p>Documents -Parent Contact Logs - 12/23: An increase in Parent and Family Engagement activities as compared to the previous year.</p>	<p>Parents as full partners in the educational system of Sterling City ISD.</p>	<p>Documents -Parent Contact Logs - 05/24: A review of Parent and Family Engagement records indicates that a greater number of parents and community members were involved in the educational system of their students.</p>

Goal: 1 Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]

Objective(s): PK-12th Less than 1% of all students will drop out of school during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Planning Committee (DPC) - As directed by Board policy, the DPC will be involved in planning, budgeting, curriculum, staffing patterns, staff development, and school organization. [TEC 11.251(d)]</p> <p>The DPC is made up of members of the Sterling City ISD staff, parent representatives, business representatives, and community members. Parents are selected to be members by district administrators for one-year terms. The DPC will meet periodically to discuss plans, progress, and ideas for improving the education and environment at Sterling City ISD. [TEC 11.251(b)]</p> <p>Each school year, the superintendent, with the assistance of the DPC, will review and revise the District Improvement Plan (DIP) to improve student performance for all student populations [TEC 11.253(c)]. The DPC reviewed/revised the DIP on August 1, 2022. The DIP will be available at the campus/district offices and on the district website. The DIP will be distributed in English.</p> <p>The DPC will play an integral role in the planning, development, and evaluation of the educational system of Sterling City School. Through the activities of the DPC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Sterling City ISD.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p> <p>Board policies and procedures will be reviewed biannually to ensure a positive impact on student</p>	<p>8/2023 - 5/2024</p>	<p>Compliance Director - Michele Guetersloh Secondary Principal - Cash Jennings Superintendent - Travis Grubbs Elementary Principal - Amanda Jackson</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Documents: Agendas, Meeting notes, Sign-in sheets - 8/23: DPC minutes will reflect that staff, parents, and community members have been involved in the educational system.</p>	<p>A DIP that is a living document that provides guidance to the implementation of the educational system and support components of Sterling City ISD.</p>	<p>Documents: Agendas, Meeting notes, Sign-in sheets - 09/22: A current DIP has been approved by the Sterling City ISD Board of Trustees.</p>

Goal: 1 Sterling City ISD will reduce academic gaps among student populations while increasing overall state assessment results. (SWP CNA, CIP) [TEC §4.001 (b)(1)(2)(3)]

Objective(s): PK-12th Less than 1% of all students will drop out of school during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>Activity: Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the Planning Committee, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the Planning Committee are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the District Improvement Plan.</p> <p>Sterling City ISD reviewed/revised the DIP on August 1, 2022. The Plan was reviewed by the District Planning and Decision-Making Committee (DPC). The DIP is available on the district website and at campus/district offices. It is distributed in English and Spanish.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A, and Title IV, Part A program and other federal, state and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, and compliance and accountability.</p>	<p>8/2023 - 5/2024</p>	<p>Compliance Director - Michele Guetersloh Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>Federal - Title I, Part A - SECCA, Inc Consulting Services \$1526.00</p> <p>Federal - Title IV, Part A SSAEP - SECCA, Inc Consulting Services \$1000.00</p> <p>Federal - Title II, Part A - SECCA, Inc Consulting Services \$1000.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services \$7,202.00</p>	<p>Documents: Agendas, Meeting notes, Sign-in sheets - - 12/23 - DPC agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Sterling City ISD will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.</p>	<p>Documents: School Records -- 05/24: Sterling City School will receive the State Accountability Rating of A.</p>

<p>Goal: 2</p> <p>Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]</p>						
<p>Objective(s): PK-12th PK-12th</p> <p>Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.</p>						
<p>Implementation: Reform Methodologies, Strategies and Activities</p>	<p>TimeLine</p>	<p>Person(s) Responsible</p>	<p>Resources / Allocation</p>	<p>Formative Evaluation</p>	<p>Expected Outcome</p>	<p>Summative Evaluation</p>
<p>Strategy:</p> <p>District Performance Objectives (SWP CNA) - The DPC will meet periodically to review the curriculum, instruction, and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness; reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program; and reviewing the professional and paraprofessional staff available.</p> <p>Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p>	<p>5/2022 - 8/2022</p>	<p>Superintendent - Travis Grubbs Compliance Director - Michele Guetersloh Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>Local Funds - Time Contributions of Committee Members</p>		<p>The campus performance objectives will support the needs of the district.</p>	<p>Documents -Agendas, Meeting notes, Sign-in sheets - 8/23; DPC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.</p>

Goal: 2 Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]	Objective(s): PK-12th Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. PK-12th Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment		TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Implementation: Reform Methodologies, Strategies and Activities</p> <p>Strategy: Basic Federal and State Mandated Testing Program - Sterling City ISD participates in the State-Developed Testing Program. The program includes the administration of the State of Texas Assessments of Academic Readiness (STAAR) in Math and Reading (grades 3–8), Science (grades 5 and 8), and Social Studies (grade 8). The STAAR program at the secondary level will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments. The STAAR EOC assessments will be administered to students in grades 9 through 12. The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>		1/2023 - 5/2023	Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson	Local Funds - Testing Materials	Informal Assessment -Classroom Assessments - 12/23: 80% of students will pass interim assessments and campus benchmark tests.	Increased academic performance by all students and all student groups.	Criterion-Referenced Test -STAAR Tests - 05/24: 89% of students in grades 3 - 10, and students retested in grades 11 and 12, will pass all appropriate grade-level and subject-area STAAR tests.	
<p>Strategy: Foundation Program (SWP CNA) - The Sterling City ISD PK - 12 curriculum is based on the TEKS. Effective instructional strategies, activities and initiatives that increase the amount and quality of learning time, promoting accelerated instruction and providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of Sterling City ISD.</p>		8/2023 - 5/2024	Superintendent - Travis Grubbs Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson	Local Funds - Time Contributions of Staff and Faculty Local Funds - Instructional Resources	Informal Assessment -Classroom Assessments - 12/23: 80% of students will pass interim assessments and campus benchmark tests.	Increased academic performance by all students and all student groups.	Informal Assessment -Classroom Assessments - 05/24: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test -STAAR Tests - 05/24: 89% of students in grades 3 - 10, and students retested in grades 11 and 12, will pass all appropriate grade-level and subject-area STAAR tests.	

Goal: 2 Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]

Objective(s): PK-12th Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024.
PK-12th Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Foundation Assessments - Students in PK - 2 will be administered iStation assessments monthly to determine specific strengths and weaknesses in the development of math and reading skills. Students in grades 3 - 5 will be administered STAAR practice questions to identify STAAR instructional needs. iStation will be used to assess math skills. Students in grades 6 - 12 will be administered STAAR practice materials.</p>	8/2023 - 5/2024	Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson	Local Funds - Assessment Instruments and Testing Materials	<p>Informal Assessment Classroom Assessments - 12/23: 80% of students will pass interim assessments and campus benchmark tests.</p>	<p>Increased academic performance by all students and all student groups.</p>	<p>Informal Assessment Classroom Assessments - 05/24: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test STAAR Tests - 05/24: The percent of students in grades 4 - 10 who will earn a progress measure of a 1 or 2 in reading will improve from 56% to 59% by June 2024. Criterion-Referenced Test STAAR Tests - 05/24: 89% of students in grades 3 - 10, and students retested in grades 11 and 12, will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity: Evaluation of Foundation Program - Faculty and staff are trained in analyzing (disaggregating) test data from the State-adopted assessment instruments. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An ongoing monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.</p>	8/2023 - 5/2024	Superintendent - Travis Grubbs Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson	Local Funds - Time Contributions of Faculty and Staff	<p>Informal Assessment Classroom Assessments - 12/23: 80% of students will pass interim assessments and campus benchmark tests.</p>	<p>Program improvements are implemented. All targeted student groups show improvement on STAAR tests.</p>	<p>Informal Assessment Classroom Assessments - 05/24: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test STAAR Tests - 05/24: 89% of students in grades 3 - 10, and students retested in grades 11 and 12, will pass all appropriate grade-level and subject-area STAAR tests.</p>

<p>Goal: 2</p> <p>Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]</p>	<p>Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.</p>						
<p>Objective(s): PK-12th PK-12th</p>	<p>Implementation: Reform Methodologies, Strategies and Activities</p>	<p>TimeLine</p>	<p>Person(s) Responsible</p>	<p>Resources / Allocation</p>	<p>Formative Evaluation</p>	<p>Expected Outcome</p>	<p>Summative Evaluation</p>
<p>Strategy: Early Childhood Education - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being unable to speak and comprehend English, educationally disadvantaged, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)]</p> <p>Sterling City School conducts a full-day Prekindergarten program with emphasis on language acquisition skills for special population groups. The PK teachers conduct Accelerated Instruction activities to further the development of school readiness skills, such as oral language development and fine and gross motor coordination of educationally disadvantaged students. Multisensory clarifying and skill building activities help accelerate the learning of PK students. Small group and one-on-one assistance is also provided as needed.</p>	<p>8/2023 - 5/2024</p>	<p>Elementary Principal - Amanda Jackson</p>	<p>State and Local Funds - Time Contributions of Prekindergarten Teachers State - Early Education Allotment - Early Education Allotment \$50,327.00</p>	<p>Students with prerequisite early school readiness skills for success in Kindergarten.</p>	<p>Informal Assessment - Classroom Assessments- 05/24: 90% of PK students will master the State s Prekindergarten goals.</p>		

<p>Goal: 2</p> <p>Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]</p>	<p>Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024.</p> <p>Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.</p>					
<p>Implementation: Reform Methodologies, Strategies and Activities</p>	<p>TimeLine</p>	<p>Person(s) Responsible</p>	<p>Resources / Allocation</p>	<p>Formative Evaluation</p>	<p>Expected Outcome</p>	<p>Summative Evaluation</p>
<p>Activity:</p> <p>Prekindergarten Transition - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Sterling City School.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings.</p> <p>The PK teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	<p>8/2023 - 5/2024</p>	<p>Elementary Principal - Amanda Jackson</p>	<p>State and Local Funds - Time Contributions of Staff</p>		<p>Students and parents familiarized with the Sterling City Kindergarten program.</p>	<p>Informal Assessment - Classroom Assessments -- 05/24. 90% of PK students will master the State's Prekindergarten goals.</p>

<p>Goal: 2</p> <p>Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]</p>	<p>Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024.</p> <p>Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.</p>					
<p>Implementation: Reform Methodologies, Strategies and Activities</p>	<p>TimeLine</p>	<p>Person(s) Responsible</p>	<p>Resources / Allocation</p>	<p>Formative Evaluation</p>	<p>Expected Outcome</p>	<p>Summative Evaluation</p>
<p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP, EPE) - Sterling City ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2021 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state’s academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p>	<p>8/2023 - 5/2024</p>	<p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>Coordinated Funds - Time Contributions of Staff</p>		<p>Students "at risk of dropping out of school" are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and performance standards that all students are expected to meet.</p>	<p>Documents - Student Records - 05/24: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.</p>

Goal: 2	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]					
Objective(s):	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024.					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>At-Risk Instructional Services - School districts that have less than 500 students enrolled during the school year may partially fund regular education programs, based on the percentage of students at risk of dropping out of school to the total enrollment.</p> <p>The teachers will assess each student before placement using instructional materials and will modify instruction as necessary.</p> <p>The teachers will ensure that each student is working at appropriate software levels and that those levels are modified as necessary using learning styles strategies.</p> <p>The teachers will have other assessment data available as a resource tool in determining which skills students are in need of supplemental assistance.</p>	8/2023 - 5/2024	Elementary Principal - Amanda Jackson	State - State Compensatory Education (SCE) - Time Contributions of Staff FTE: 4.00 \$229,078.90	Informal Assessment -Classroom Assessments - - 12/23: 80% of students will pass interim assessments and campus benchmark tests.	Increased student achievement.	Informal Assessment -Classroom Assessments - - 05/24: 90% of students in grades PK - 2 will be promoted to the next grade level. Criterion-Referenced Test -STAAR Tests - - 05/24: 89% of students in grades 3 - 4 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2 Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]	Objective(s): PK-12th PK-12th	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Implementation: Reform Methodologies, Strategies and Activities</p> <p>Activity: Evaluation of Program Effectiveness (SWP EPE) - Sterling City ISD will utilize data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Sterling City ISD will annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.</p>	<p>May 2024</p>	<p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Informal Assessment Classroom Assessments - 12/23: 80% of students will pass interim assessments and campus benchmark tests.</p>	<p>Program improvements are implemented. All targeted student groups show improvement on STAAR tests.</p>	<p>Informal Assessment Classroom Assessments - 05/24: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test STAAR Tests - 05/24: 89% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>		
<p>Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).</p>	<p>8/2023 - 5/2024</p>	<p>Compliance Director - Michele Guetersloh Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Informal Assessment Classroom Assessments - 12/23: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Increased student achievement. Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.</p>	<p>Informal Assessment Classroom Assessments - 05/24: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.</p>		

<p>Goal: 2</p> <p>Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]</p>	<p>Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.</p>						
<p>Objective(s): PK-12th PK-12th</p>	<p>Implementation: Reform Methodologies, Strategies and Activities</p>	<p>TimeLine</p>	<p>Person(s) Responsible</p>	<p>Resources / Allocation</p>	<p>Formative Evaluation</p>	<p>Expected Outcome</p>	<p>Summative Evaluation</p>
<p>Activity: Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.004, related to the 45 calendar day timeline. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	<p>8/2023 - 5/2024</p>	<p>Counselor - Stephanie Stafford Special Programs (504 & ESL) - Britnie Irby Special Education Director/Teacher - Sara Miller</p>	<p>Local Funds - Assessment Instruments and Testing Materials</p>	<p>Documents -Counselor Records - - 12/23- 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.</p>	<p>Full and individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referrals are deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.</p>	<p>Criterion-Referenced Test -STAAR Tests - - 05/24; 100% of the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs.</p>	

<p>Goal: 2 Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]</p>	<p>Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.</p>					
<p>Objective(s): PK-12th PK-12th</p>						
<p>Implementation: Reform Methodologies, Strategies and Activities</p>	<p>TimeLine</p>	<p>Person(s) Responsible</p>	<p>Resources / Allocation</p>	<p>Formative Evaluation</p>	<p>Expected Outcome</p>	<p>Summative Evaluation</p>
<p>Activity: Accommodations/Modifications for SPED Students -Supplementary aids and services specified in the student's IEP, are based on student need, are consistently implemented and result in placement in less restrictive settings, as dictated by IEPs. Sterling City ISD provides a continuum of placement options at all levels. Instructional arrangements include inclusion classrooms, pullout classes, Resource classes, tutorials for all students and Web-based instruction. Placement decisions are driven by student need and LRE considerations. Reevaluation will occur no less than every three years. School personnel, parents and professionals will evaluate the student's progress. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	<p>8/2023 - 5/2024</p>	<p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>State - Special Education Block Grant - Time Contribution of Special Education Staff \$759,227.00</p>	<p>Informal Assessment -Classroom Assessments - - 12/23; 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment -Classroom Assessments - - 05/24; 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.</p>

<p>Goal: 2</p> <p>Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]</p>	<p>Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.</p>						
<p>Objective(s): PK-12th PK-12th</p>	<p>Implementation: Reform Methodologies, Strategies and Activities</p>	<p>TimeLine</p>	<p>Person(s) Responsible</p>	<p>Resources / Allocation</p>	<p>Formative Evaluation</p>	<p>Expected Outcome</p>	<p>Summative Evaluation</p>
<p>Activity: Related Services - Sterling City ISD ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, Counseling and Auditorially Impaired Services. These services are provided by the Small Schools Cooperative, which includes Sterling City ISD as a member.</p>	<p>8/2023 - 5/2024</p>	<p>Special Education Director/Teacher - Sara Miller</p>	<p>Local Funds - Time Contributions of Related Services Personnel</p>			<p>Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.</p>	<p>Documents - Student Records - - 05/24: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.</p>

<p>Goal: 2 Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]</p>	<p>Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.</p>					
<p>Objective(s): PK-12th PK-12th</p>						
<p>Implementation: Reform Methodologies, Strategies and Activities</p>	<p>TimeLine</p>	<p>Person(s) Responsible</p>	<p>Resources / Allocation</p>	<p>Formative Evaluation</p>	<p>Expected Outcome</p>	<p>Summative Evaluation</p>
<p>Activity: Transition Services - Sterling City ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.011, §29.0111 and TAC §89.1055.</p> <ol style="list-style-type: none"> Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program). Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p>	<p>8/2023 - 5/2024</p>	<p>Special Education Director/Teacher - Sara Miller</p>	<p>Local Funds - Time Contributions of ARD Committee</p>		<p>Students with disabilities are involved in a comprehensive and holistic educational system and process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet, and that their transition from school to work will provide them equitable opportunities to become self-sufficient.</p>	<p>Documents -School Records - - 05/24; Monitoring of students participating in Transition activities indicate that all elements are being implemented as dictated by regulation and IEPs.</p>

Goal: 2 Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]

Objective(s): PK-12th
Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024.
PK-12th
Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>The district will post the transition and employment guide on the district's website in accordance with TEC §29.0112.</p> <p>Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Sterling City ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include: * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.</p> <p>Strategy: English as a Second Language (ESL) Education Program - Sterling City ISD offers an ESL Program whose goal is to enable Emergent Bilingual (EB)/English Learners (EL) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable EB to participate equitably in school.</p>	<p>8/2023 - 5/2024</p>	<p>Compliance Director - Michele Guetersloh</p>	<p>Local Funds - Resources for Child Find Effort</p>	<p>See Activities Below</p>	<p>100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.</p>	<p>Documents: District Records - - 05/24: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required.</p> <p>See Activities Below</p>
	<p>8/2023 - 5/2024</p>	<p>Special Programs (504 & ESL) - Bretnie Irby</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>See Activities Below</p>	<p>Narrowing the achievement gap between EB and non-EB.</p>	

Goal: 2	Objective(s): PK-12th PK-12th	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Implementation: Reform Methodologies, Strategies and Activities</p> <p>Activity: Assessment for EB - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Identification Assessments are administered to students to provide information needed for identification, placement and re-designation EB. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 - 12. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional ESL certified teacher, a professional transitional language educator, a parent of an EB who is not employed by the district, and a campus administrator – prescribes the appropriate ESL intervention. (TEC 29.063)</p>				8/2023 - 5/2024	Special Programs (504 & ESL) - Bretnie Irby	Local Funds - Assessment Instruments and Testing Materials		Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Documents -School Records - - 05/24: 100% of the students identified as EB have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per School Records.

Goal: 2	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]					
Objective(s):	PK-12th	PK-12th	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024.	Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.		
Implementation: Reform Methodologies; Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Modifications for ESL Students - The LPAC reviews each EB's progress at the end of the school year in order to determine future appropriate placement.</p> <p>Based on LPAC prescription, Sterling City ISD EB participate in Content-based ESL program with the purpose of developing competence in English. Students will be served by a full-time teacher certified to provide supplementary instruction for all content area instruction. Technology, including Imagine Learning is used to accelerate the development of language skills.</p> <p>The ESL teacher and classroom teachers collaborate regarding appropriate instruction for students, including modification methods and strategies for instruction of the core curriculum.</p>	8/2023 - 5/2024	Special Programs (504 & ESL) - Bretnie Iby	State - Bilingual Education Block Grant - Time Contributions of Staff and Faculty \$20,161.00	Informal Assessment Classroom Assessments - 12/23: 80% of students will pass interim assessments and campus benchmark tests.	Narrowing the achievement gap between EB and non-EB.	<p>Criterion-Referenced Test - STAAR Tests - 05/24: 91% of students in grades 3-10, and students retested in grades 11 and 12, will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]

Objective(s): PK-12th
 PK-12th
 Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024.
 Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Program Reclassification - A student may not be reclassified as English proficient in prekindergarten or kindergarten (TAC 89.1226(i)). Reclassification criteria are applicable to students in grades 1 – 12 who are identified as Bilingual, ESL, or Parental Denials. A parent and/or guardian must sign the reclassification notification/parent permission form before a student is reclassified from the Bilingual or ESL program.</p> <p>To be reclassified from a Bilingual or ESL program, a student may be reclassified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English instructional program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <p>* English Language Proficiency Assessment: Grades 1 – 12; Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</p> <p>* State Standardized Reading Assessment: Grades 1, 2, 11, 12; Score at or above 40th percentile on the TEA-approved Norm-Referenced Standardized Achievement Test and Grades 3 – 10; Meet passing standard on the STAAR Reading (English) test, or STAAR English I or English II EOC exams.</p> <p>* Results of a subjective teacher</p>	8/2023 - 5/2024	Special Programs (504 & ESL) - Brettmie Irby	Local Funds - Time Contributions of LPAC Committee	Informal Assessment -Classroom Assessments - - 12/23: 80% of students will pass interim assessments and campus benchmark tests.	Students exiting EB designation by LPAC. Narrowing the achievement gap between EB and non-EB.	Criterion-Referenced Test -STAAR Tests - - 05/24; 91% of students in grades 3-10, and students retested in grades 11 and 12, will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2	Objective(s): PK-12th PK-12th	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Implementation: Reform Methodologies, Strategies and Activities	Timeline							
<p>evaluation using the state's standardized rubric.</p> <p>The LPAC will monitor students who are reclassified from the Bilingual or ESL program for three years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading, local assessments, English proficiency tests, teacher observations, and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two-year monitoring period, the student will be reenrolled in the Bilingual or ESL program as prescribed by the LPAC.</p> <p>Strategy: Gifted and Talented (G/T) Program - Sterling City ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.</p>	8/2023 - 5/2024			Counselor - Stephanie Stafford	State and Local Funds - Time Contributions of Staff and Faculty	Informal Assessment - Classroom Assessments - 12/23; Teacher records indicate that 90% of the G/T students are performing in line with district expectations.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Criterion-Referenced Test - STAAR Tests - 05/24: 100% of the G/T students in grades 3 - 12 will pass each STAAR assessment instrument taken.

Goal: 2	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]					
Objective(s):	PK-12th	PK-12th	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024.	Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.		
Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>G/T Assessments - New Students are identified for eligibility and nominated for the G/T program throughout the school year. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Referrals for assessment are made by staff, parents, and community members.</p> <p>Assessment instruments include:</p> <ol style="list-style-type: none"> 1) Nagliere – Nonverbal Ability Test to assess general reasoning ability in children and adolescents 2) Terra Nova Assessment 3) Slocumb Payne Teacher Perception Inventory 4) Parent surveys <p>Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.</p>	8/2023 - 5/2024	Counselor - Stephanie Stafford	State and Local Funds - Assessment Instruments and Testing Materials		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documents Counselor Records - 05/24 - 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

Goal: 2	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]						
Objective(s):	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024.						
PK-12th	Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.						
PK-12th	<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Objective(s): PK-12th</p> <p>PK-12th</p>	<p><i>Implementation: Reform Methodologies, Strategies and Activities</i></p> <p>Modifications for G/T Students - The G/T Program at Sterling City ISD offers differentiated instruction to identified G/T students in Language Arts, Math, Science and Social Studies. Advanced classes and Dual Credit Classes are available to students in grades 9 - 12.</p> <p>Students participate in project based learning in the classroom.</p> <p>The teacher will have completed the 30 hours of required approved G/T training and will attend an annual 6 hour update training.</p>	<p>8/2023 - 5/2024</p>	<p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>State - Gifted and Talented Block Grant - G/T Allotment \$2930.00</p>	<p>Informal Assessment Classroom Assessments - 12/23; Teacher records indicate that 90% of the G/T students are performing in line with district expectations.</p>	<p>G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.</p>	<p>Criterion-Referenced Test -STAAR Tests - - 05/24; 100% of the G/T students will pass each STAAR assessment instrument taken.</p>
	<p>Strategy:</p> <p>Dyslexia Program - Sterling City ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p>	<p>8/2023 - 5/2024</p>	<p>Special Programs (504 & ESL) - Bretnie Irby</p>	<p>State - Dyslexia Allotment- See Activities Below \$11,704.00</p>	<p>See Activities Below.</p>	<p>Increased student achievement.</p>	<p>See Activities Below.</p>

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Objective(s):	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Dyslexia Assessment - Assessment of students for dyslexia is done by the Diagnostician. Students are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>These include:</p> <ul style="list-style-type: none"> * GORT — Gray Oral Reading Test: measures growth in oral reading. * TWS - Test of Written Spelling. * CTOPP — Comprehensive Test of Phonological Processing: Assesses phonological awareness, phonological memory, and rapid naming. * WRMT — Woodcock Reading Mastery Test. <p>The ARD Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include modifications or accommodations that may be needed.</p>	8/2023 - 5/2024	Special Programs (504 & ESL) - Brettnie Iby Special Education Director/Teacher - Sara Miller	State and Local Funds - Assessment Instruments and Testing Materials		Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.	Documents -Counselor Records - - 05/24: 100% of the students identified have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

<p>Goal: 2</p> <p>Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]</p>	<p>Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024.</p> <p>Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.</p>					
<p>Objective(s): PK-12th</p> <p>PK-12th</p>						
<p>Implementation: Reform Methodologies, Strategies and Activities</p>	<p>TimeLine</p>	<p>Person(s) Responsible</p>	<p>Resources / Allocation</p>	<p>Formative Evaluation</p>	<p>Expected Outcome</p>	<p>Summative Evaluation</p>
<p>Activity:</p> <p>Dyslexia Accommodations- In Sterling City ISD, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation, and, if necessary, a more intensive specialized program will be prescribed.</p> <p>The program that is used is the Reading By Design Program. Reading By Design is a comprehensive program that addresses the following components: phonological awareness, sound-symbol association, six syllable types, written spelling patterns, morphology, syntax, reading fluency, and comprehension and study skills.</p>	<p>8/2023 - 5/2024</p>	<p>Special Programs (504 & ESL) - Bretnie Irby Special Education Director/Teacher - Sara Miller</p>	<p>State and Local Funds - Time Contributions of Staff and Faculty</p>	<p>Informal Assessment Classroom Assessments - 12/23: 80% of students will demonstrate improved reading and comprehension skills.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test -STAAR Reading Test - 05/24: 91% of students in grades 3 - 8 will pass the STAAR Reading tests.</p> <p>Criterion-Referenced Test -STAAR Tests - 05/24: 91% of students in grades 9 - 12 will pass the STAAR English I and English II End of Course exams.</p>

Goal: 2	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]				
Objective(s)	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.				
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Summative Evaluation
<p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, adapt environment to avoid distractions, provide notebooks for organization, lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>Students receiving services under section 504 services are required by TEC §28.025(c) to meet all curriculum requirements and assessment graduation requirements to receive a Texas high school diploma. Students will take STAAR with or without allowable accommodations.</p>	8/2023 - 5/2024	Special Programs (504 & ESL) - Brettnie Irbey	Local Funds - Time Contributions of Staff and Faculty		<p>504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.</p>
				<p>Documents :School Records - 05/24: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance.</p>	

Goal: 2	Objective(s): PK-12th PK-12th	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation	
<p>Strategy:</p> <p>Career Education (SWP CIP) - Sterling City School offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>The CTE cluster alignments are Applied Agriculture Engineering, Business Management and Culinary Arts.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p>	8/2023 - 5/2024	Secondary Principal - Cash Jennings	<p>State - Career and Technology Education Block Grant - Time Contributions of CTE Staff \$535,601.00</p> <p>State - CCMR Outcomes Bonus - CCMR Outcomes Bonus Allotment \$11,000.00</p>	<p>Informal Assessment</p> <p>Classroom Assessments - 12/23: 70% of students participating in Career and Technology classes will be at least at 80% content mastery for each course.</p>	<p>Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.</p>	<p>Informal Assessment</p> <p>Classroom Assessments - 05/24: Students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.</p>	

Goal: 2	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]					
Objective(s):	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Integrated Curriculum (SWP CNA, CIP, EPE) - A comprehensive needs assessment indicates the need to explore options to provide secure streaming access. Classroom teachers and the School Librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few.</p> <p>Activities include:</p> <ol style="list-style-type: none"> Using computer software and internet access to support instruction, teachers' access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. Sterling City School now has a one-to-one iPad initiative; mobile MacBook carts available in the library for checkout and a variety of grade-level Apple Apps that can be used to enhance instruction. 	8/2023 - 5/2024	Technology Director - Dow Ferguson	Local Funds - Technology Resources	Documents - School Records - 1/2/23: Appropriate hardware and software will be available in classrooms, labs and the libraries so that teachers may begin training on integrating technology into instruction.	The educational system of Sterling City ISD will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Criterion-Referenced Test :STAAR Tests - 05/24: 89% of students in grades 3 - 10, and students retested in grades 11 and 12, will pass the appropriate grade-level and subject-area STAAR tests.

Goal: 2	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]					
Objective(s)	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Technology Acceptable Use Policy - Every Sterling City ISD faculty member, student and parent having access to Sterling City ISD computers, networked, Internet connected - or not, must have on file an Authorized User Permission (AUP) form.</p> <p>Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Sterling City ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Sterling City ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Sterling City ISD School Board Policy CQ (Local).</p> <p>Activity:</p> <p>Evaluation of Technology Program (SWP EPE) - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed to improve student achievement.</p>	<p>8/2023 - 5/2024</p>	<p>Secondary Principal - Cash Jennings Technology Director - Dow Ferguson Elementary Principal - Amanda Jackson</p>	<p>Local Funds - Acceptable Use Policy</p>	<p>Documents - Student Records - - 8/23: 100% of the faculty, students and parents at Sterling City ISD that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.</p>	<p>Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.</p>	<p>Documents - School Records - - 05/24: No incidents of students, faculty or parents breaking the Acceptable Use Policy.</p>
			<p>Local Funds - Time Contributions of Faculty and Staff</p>		<p>Increase student achievement. All staff and students using technology appropriately and efficiently.</p>	<p>Documents - Principal Observation Report - - 05/24: Principal's classroom observations indicate that 100% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.</p>

Goal: 2	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]					
Objective(s):	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024. Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.					
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Professional Development Program (SWP CNA, CIP, EPE) - Through the DPC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that:</p> <ul style="list-style-type: none"> * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * will be tied to the TEKS and STAAR and/or student needs * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, EB, students with disabilities, G/T, etc. and * will enable participating children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. <p>Training opportunities include:</p> <ul style="list-style-type: none"> * Region XV's Professional Development Co-Ops * School Safety Training * Drug Awareness Training provided by Region XV * Technology Conference * Training specific to meeting needs of Economically Disadvantaged and Hispanic students. 	8/2023 - 5/2024	Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson	Local Funds - Contracted Professional Development	Documents -Professional Development Documents- 8/23 - The committee will have designed a PD program that meets the needs of Sterling City ISD.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documents -Professional Development Documents- 05/24 - The Principals and Planning Committee have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

Goal: 2	Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(4)(6)(7)(9)(10)]				
Objective(s):	PK-12th	PK-12th	Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Social Studies, and Science by May 2024.	Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.	
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome
<p>Activity:</p> <p>Evaluation of Professional Development Program (SWP EPE) - The Sterling City ISD Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement. Modifications and adjustments will be made as needed to improve student achievement.</p> <p>Strategy:</p> <p>Recruitment and Retention Initiatives (SWP CIP) - The DPC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job posting. All applicants are screened prior to the interview process. Recruiting activities will ensure that Sterling City/ISD has 100% fully certified and effective faculty in each teaching position.</p> <p>All teachers who are new to the district campus or assignment will be provided with a mentor.</p> <p>Sterling City ISD ensures professional development opportunities and certification expense reimbursement are available for staff to be able to maintain and enhance their certified status.</p> <p>These include Get Your Lead On for Administrators and Get Your Teach On for teachers in grades 2 - 5.</p>	<p>May 2024</p> <p>8/2023 - 5/2024</p>	<p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p> <p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>Local Funds - Time Contributions of Staff</p> <p>Local Funds - Time Contributions of Staff</p>	<p>Increase in student performance as professional development activities focus on needs of students and faculty.</p> <p>100% Fully Certified Faculty</p>	<p>Informal Assessment - Classroom Assessments - - 05/24: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test - STAAR Tests - - 05/24: 89% of students in grades 3 - 10, and students retested in grades 11 and 12, will pass all appropriate grade-level and subject-area STAAR tests.</p> <p>Documents - Human Resources Records - 05/24: 100% Certified Faculty</p>

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]

Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the current school year.
K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Safe School Initiatives (SWP CIP) - In an effort to promote "Safe Schools", Sterling City ISD will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Dress Code * Campus Discipline Code * Don't Bully Online Program * Region 15 Student Health Services * Safety Care * Regularly scheduled fire drills * Visitor check-in/badges * Eduhero Training * Student Assemblies to enhance Drug/Alcohol Awareness * Dating Violence Policy (see Board Policy FFH-Local) * Key Card Access * Surveillance Cameras <p>At this time, Sterling City ISD does not employ or contract with a School Resource Officer. (TEC §37.081(d))</p>	<p>8/2023 - 5/2024</p>	<p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>State and Local Funds - Time Contributions of Staff and Faculty</p> <p>State - School Safety Allotment - School Safety Allotment \$18,208.00</p>		<p>Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.</p>	<p>Documents -Discipline Records - 05/24. Improved discipline in the classroom and reduced number of referrals per year.</p>

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]

Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the current school year.
K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Sterling City ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and the Principal, using the data to plan specific programs and activities.</p> <p>Student drug testing will be continued for students in grades 6 –12 who participate in extracurricular activities and/or who drive and park on campus.</p> <p>Throughout the school year, at least four drug dog searches will be conducted.</p> <p>Student behavior will be monitored in parking lots and in school hallways using a camera system.</p> <p>An Anti-Bullying program is in place, including presentations on prevention of anti-bullying behavior and intervention activities.</p>	<p>8/2023 - 5/2024</p>	<p>Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Documents :Agendas, Meeting notes, Sign-in sheets - - 8/23. Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.</p>	<p>A Drug-Free Student Body, Faculty and Staff</p>	<p>Documents :Counselor Records - - 05/24. Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse and anti-violence interventions.</p>

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]

Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the current school year.
K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Dating Violence Policy - In accordance with TEC 37.0831, the dating violence is not tolerated in Sterling City ISD. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.</p> <p>Students who are victims of child abuse, family violence, dating violence, and sex trafficking should report to the school counselor, principal, Superintendent, or a teacher they are comfortable sharing this information. The principal or designee will notify the parent in a timely manner if a report identifies a student as an alleged victim or perpetrator.</p> <p>The district will provide counseling for victims and perpetrators and training to teachers and administrators. In addition, the district will provide students with age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. For more information see Board Policy FFH (Local).</p>	<p>8/2023 - 5/2024</p>	<p>Superintendent - Travis Grubbs Elementary Principal - Amanda Jackson Secondary Principal - Cash Jennings Counselor - Stephanie Stafford</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>		<p>Staff, parents, and students have an increased awareness of dating violence.</p>	<p>Documents :School Records -- 05/24: Dating violence policy has been implemented and distributed to staff, parents, and students.</p>

Goal: 3	Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(6)]					
Objective(s):	K-12th	K-12th	The District will improve the disciplinary climate and safety in the school community during the current school year.	The District will implement the SCISD Emergency Operations Plan (EOP) during the current school year.		
Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Disciplinary Alternative Education Program (DAEP) - Sterling City ISD's Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.</p> <p>Sterling City ISD students who have violated the district code of conduct will be placed in the DAEP. A regular education program with a certified teacher in each core subject areas for grades K through 12 and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is offered through a shared service arrangement with Fairview ISD.</p>	8/2023 - 5/2024	Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson	State and Local Funds - Code of Conduct policy State - State Compensatory Education (SCE) - DAEP Co-Op \$19,370.00	Informal Assessment - Classroom Assessments - 12/23: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement.	A safe climate for student learning, having a positive impact on student achievement.	Informal Assessment - Classroom Assessments - 05/24: Final report card grades and STAAR assessments will indicate program's success.
<p>Strategy:</p> <p>Emergency and Security Operations - Sterling City ISD will implement a Multi-Hazard Emergency Operations Plan that includes emergency response training, student and staff emergency drills and periodic security audits of each of the campuses, with coordination with local emergency management agencies, law enforcement and fire departments.</p> <p>Sterling City ISD will make any necessary changes to improve safety and security for their students.</p> <p>Procedures will be implemented and staff trained to protect students against dating violence on campus.</p> <p>Sterling City will continue the Guardian Program. This provides students and faculties with an armed self-defense option prior to the arrival of Law Enforcement in the event of an active shooter or "active killer" on campus.</p>	8/2023 - 5/2024	Superintendent - Travis Grubbs Secondary Principal - Cash Jennings Elementary Principal - Amanda Jackson	Local Funds - Security Audit Documents	Documents - School Records - 05/24: An Emergency and security operations plan has been implemented.	A safe climate for student learning, having a positive impact on student achievement.	Documents - School Records - 05/24: An Emergency and security operations plan has been implemented.

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(6)]

Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the current school year.
K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being. This includes activities focused on the wellness needs and facility needs due to the Covid-19 virus. 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical 	<p>8/2023 - 5/2024</p>	<p>Elementary Principal - Amanda Jackson Secondary Principal - Cash Jennings Superintendent - Travis Grubbs</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Informal Assessment Classroom Assessments- 12/23: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments. Documents ,Discipline Records- 12/23: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents ,Discipline Records- 05/24: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.</p>

Goal: 3	Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(6)]					
Objective(s):	K-12th	K-12th	The District will improve the disciplinary climate and safety in the school community during the current school year.	The District will implement the SCISD Emergency Operations Plan (EOP) during the current school year.		
Implementation: Reform Methodologies, Strategies and Activities	Timeline	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Learning experiences to promote optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>In response to the COVID-19 pandemic, Sterling City ISD will support custodial and maintenance staff to sanitize and clean the facilities to minimize the spread of infectious diseases in accordance with CDC recommendations.</p> <p>Activity: School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of more than 50% parents, monitors existing school health initiatives and recommends new programs to promote student health. Members meet throughout the year to discuss prevention and intervention strategies concerning health and wellness and develop a recommended Wellness Plan for the current school year. The plan will be approved by the school board and implemented on the campus by the principals and staff.</p>	8/2023 - 5/2024	Compliance Director - Michele Gueterloh	Local Funds - Time Contributions of Committee Members		Improved student health and wellness.	Documents - School Board Policies - - 05/24; Local Board Policies reflect all new mandated medical and health-related policies, as well as Sterling City ISD's specific policies.

Goal: 3	Objective(s): K-12th K-12th	Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
	<p>The District will improve the disciplinary climate and safety in the school community during the current school year. The District will implement the SCISD Emergency Operations Plan (EOP) during the current school year.</p>	<p>Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(6)]</p>						
		<p>Activity: School Based Medicaid - Through the School Health and Related Services Program (SHARS), Sterling City ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services, and special transportation. In order to be eligible, students must meet the following requirements: * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA); and * have Individual Education Plans (IEPs) that prescribe the needed services.</p>	8/2023 - 5/2024	Superintendent - Travis Grubbs	Local Funds - Time Contributions of Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents - School Records -- 05/24. 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]

Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the current school year.
K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the current school year.

Implementations, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Trauma-Informed Care Program The Sterling City ISD trauma-informed care program (see Board Policy FFBA – Local) will provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by district and campus staff, and providing information about available counseling options for students affected by trauma or grief.</p> <p>Sterling City ISD will provide training in trauma-informed care to district educators. Trainings shall be best practice-based programs and research-based practices, as well as, provided as part of any new employee orientation for all new district educators and provided to existing district educators at specific intervals.</p> <p>Sterling City ISD will maintain records of all educators who have completed training and provide an annual report to the TEA on the number of employees who have participated in trauma-informed care training. (TEC 38.036)</p>	<p>8/2023 - 5/2024</p>	<p>Superintendent - Travis Grubbs Counselor - Stephanie Stafford</p>	<p>Local Funds - Trauma-Informed Care Training</p>	<p>Documents :School Records -- 8/23: Trauma-informed care policy has been implemented and distributed to staff, parents, and students.</p>	<p>Establishing a comprehensive safe and supportive school program that incorporates research-based best practices and procedures for training staff on integrating trauma-informed practices.</p>	<p>Documents :Professional Development Documents -- 05/24: 100% of district and campus staff have received the required training.</p>

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]

Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the current school year.
K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	<p>8/2023 - 5/2024</p>	<p>Counselor - Stephanie Stafford</p>	<p>Coordinated Funds - Time Contributions of Counselor FTE: 1.00</p>	<p>Documents :Counselor Records- 12/23: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents :Counselor Records- 05/24: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.</p>

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]

Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the current school year.
K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the current school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Sexual Abuse Policy - The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.sterlingcityisd.net. Teachers have received online training through "Eduhero"</p> <p>As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child.</p> <p>Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior.</p> <p>Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be</p>	<p>8/2023 - 5/2024</p>	<p>Superintendent - Travis Grubbs Elementary Principal - Amanda Jackson Secondary Principal - Cash Jennings Counselor - Stephanie Stafford</p>	<p>Local Funds - Sexual Abuse Policy</p>		<p>Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.</p>	<p>Documents, School Records- 8/23- Sexual Abuse policy has been distributed to staff, parents and students.</p>

Goal: 3	Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]					Summative Evaluation
Objective(s):	K-12th K-12th	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome
Implementation: Reform Methodologies, Strategies and Activities						
<p>The District will improve the disciplinary climate and safety in the school community during the current school year. The District will implement the SCISD Emergency Operations Plan (EOP) during the current school year.</p>						
<p>more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm http://sapn.nonprofitoffice.com http://www.taasa.org/member/materials2.php http://www.oag.state.tx.us/AG_Publications/bxits/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/bxits/childabuse2.shtml</p> <p>Reports of abuse or neglect may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at http://www.txabusehotline.org).</p>						