2017 - 2018 LAS Plan		
District Name:	Sharyland ISD	
District LAS Contact (primary):		
Email:		
Phone:		
Weighting Overview		
Local / State		Weighting (%)
Allowable range = 1% - 50%	Local Accountability System	50
Allowable range = 50% - 99%	State Accountability System	50
When added together, the weighting should equal 100%	Local / State Total	100
Domain		Weighting (%)
If the plan includes 2 or more domains, the weighting range for each domain is 20% - 60%. *Pending TEA approval, some components may be categorized into one of four locally-developed (LD) domains.	Academics	50
	Culture & Climate	0
	Extra / Co-Curricular	50
	Future-Ready Learning	
	LD 1*	
	LD 2*	
	LD 3*	
	LD 4*	
When added together, the weight of the LAS Domains should equal 100%	Total of LAS Domains	100
Component Summary*		
Districts may use this space to create a master list of all components organized by domain for quick reference. The component summary is <u>not required*</u> for LAS Plan Submission. Within each domain, the total weight of all components should equal 100%.		
Domain Name	Component (A1, B2, etc.)	Weighting (%)
Academics	A1 Attendance	100
Extra / Co-Curricular	C1 Academic UIL < 650 Enrollment	50
	C2 Academic UIL > 650 Enrollment	100

Campus List		
Please list the names of all campuses in the district and identify which school type and, if applicable, the school group* each campus belongs to according to the district LAS Plan. * Pending TEA approval, districts may organize selected campuses within a school type into a school group to ensure a better fit of components for those campuses.		
School Name	School Type	School Group*
John H Shary Elementary	Elementary	Elementary
Olivero Garza Sr. Elementary	Elementary	Elementary
Jesse L Jensen Elementary	Elementary	Elementary
Romulo D Martinez Elementary	Elementary	Elementary
Ruben Hinojosa Elementary	Elementary	Elementary
Lloyd and Dolly Bentsent Elementary	Elementary	Elementary
Harry Shimotsu Elementary	Elementary	Elementary
Donna Wernecke Elementary	Elementary	Elementary

Domain: Academics		Component A1
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Attendance
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	Elementary
Provide the weight assigned to this component within the domain.	Component Weight (%)	100
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	Rationale	Attendance has a significant impact on student achievement. In order to maintain high levels of proficiency, high standards for student attendance are necessary to truly see the impact of rigorous instruction.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	PEIMS/Current year attendance data available through PEIMS.
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys(if needed), and data analysis.	Timeline for Data Collection and Analysis	Data will be collected through PEIMS and reported at the end of the year to see if the specific criteria is met.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	Methodology	Yearly Average Daily Attendace percentages will be utilized to calculate this domain. Low Attendance Days that have an approved state waiver will not be calculated into the Yearly Average Daily Attendance percentage.
Describe the scaling process to be used for this component.	Scaling Process	The attendance scale utilized took into consideration the overall district average and the goal of staying above the state average, which Sharyland ISD has consistently done since 2010. The state average for attendance between 95.7-95.9 since 2012. The scaling process for this campus configuaration will help us ensure that we surpass both the state and regional attendance averages and help us achieve Goal 2: Performance Objective 1 in our District Improvement Plan (related to student attendance). The scaling process will be based on overall attendance percentages throughout the school year. A (100)- 95-100 B (89)- 91 - 94 C (79) - 89 - 90 D (69)- 79 - 88 F (59)- Below 79

Domain: Extra & Co-Curricular		Component C1	Component C2
Provide the name of the component and the metric that will be used to evaluate it.	Component Name / Metric	Academic UIL < 650 Enrollment	Academic UIL > 650 Enrollment
Elementary, Elementary-Magnet, HS, etc.	School Type / School Group	Elementary	Elementary
Provide the weight assigned to this component within the domain.	Component Weight (%)	100	100
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	Rationale	UIL activities exist to complement the academic curriculum, and are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills. Students are challenged to think critically and creatively, exhibiting much more than knowledge and comprehension. Goal 2 Performance Objective 1 Strategy 6 of the District Improvement Plan relates to developing the whole child through extracurricular activities. This indicator supports this district goal.	UIL activities exist to complement the academic curriculum, and are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills. Students are challenged to think critically and creatively, exhibiting much more than knowledge and comprehension. Goal 2 Performance Objective 1 Strategy 6 of the District Improvement Plan relates to developing the whole child through extracurricular activities. This indicator supports this district goal.
Identify the source(s) of data for each component and the availability of baseline data.	Data Source / Baseline Data	UIL Event Participation Lists/Rosters	UIL Event Participation Lists/Rosters

Domain: Extra & Co-Curricular		Component C1	Component C2
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	Timeline for Data Collection and Analysis	For each UIL meet, participation will be calculated utilizing the campus entry forms.	For each UIL meet, participation will be calculated utilizing the campus entry forms.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	Methodology	Through the utilization of campus UIL entry forms, the overall precentage of eligible student participants will be calculated. This percentage will be calculated with the following methodology: (# of student participant spots filled for an event/ # of total event spots available for a campus)*100. This will be calculated for each meet and the highest meet participation percentage will be utilized for the scaling listed below.	Through the utilization of campus UIL entry forms, the overall precentage of eligible student participants will be calculated. This percentage will be calculated with the following methodology: (# of student participant spots filled for an event/ # of total event spots available for a campus)*100. This will be calculated for each meet and the highest meet participation percentage will be utilized for the scaling listed below.

Domain: Extra & Co-Curricular		Component C1	Component C2
Describe the scaling process to be used for this component.	Scaling Process	For the size of the campus (< 650), filling above 60% of the eligible slots would represent a large turnout for UIL events. During the 2017-2018 academic UIL season, an average of 237 participation slots were utilized out of a total of 272 slot. This accountability scale would help reinforce academic UIL participation amongst elementary campuses. The scaling process will be based on the percent of students participating in UIL Academics, utilize the methodology listed above. A (100) - 60 - 100 B (89)- 49 -59 C (79)- 38 - 48 D (69)- 27 - 37 F (59)- Below 27	For larger campuses (>650), it is a challenge to be able to fill at least 75% of the eligible participant slots. During the 2017-2018 Academic UIL season an average of 216 participation slots were filled out of the total of 237. The overall particpation percentage for slots was at 79%.The standards below would reinforce academic UIL particpation amongst elementary campuses and help increase particpation across the district in academic UIL contests. The scaling process will be based on the percent of students participating in UIL Academics, utilize the methodology listed above. A (100)- 75 - 100 B (89)- 64 - 74 C (79)- 53 - 63 D (69)- 42 - 52 F (59)- Below 42

2017 - 2018 LAS Plan		
District Name:	Sharyland ISD	
District LAS Contact (primary):		
Email:		
Phone:		
Weighting Overview		
Local / State		**Weighting (%)**
Allowable range = 1% - 50%	Local Accountability System	50
Allowable range = 50% - 99%	State Accountability System	50
When added together, the weighting should equal 100%	**Local / State Total**	100
Domain		**Weighting (%)**
*If the plan includes 2 or more domains, the weighting range for each domain is 20% - 60%. *Pending TEA approval, some components may be categorized into one of four locally-developed (LD) domains.*	Academics	40
	Culture & Climate	
	Extra / Co-Curricular	60
	Future-Ready Learning	
	LD 1*	
	LD 2*	
	LD 3*	
	LD 4*	
When added together, the weight of the LAS Domains should equal 100%	**Total of LAS Domains**	100

Component Summary*		
*Districts may use this space to create a master list of all components organized by domain for quick reference. The component summary is **not required*** for LAS Plan Submission. Within each domain, the total weight of all components should equal 100%.*		
Domain Name	**Component (A1, B2, etc.)**	**Weighting (%)**
Academics	A1	50
	A2	50
Extra / Co-Curricular	C1	33.3
	C2	33.3
	C3	33.3

Campus List		
Please list the names of all campuses in the district and identify which school type and, if applicable, the school group each campus belongs to according to the district LAS Plan.* ** Pending TEA approval, districts may organize selected campuses within a school type into a school group to ensure a better fit of components for those campuses.*		
School Name	**School Type**	**School Group***
Sharyland High School	HS	N/A
Sharyland Pioneer High School	HS	N/A

Domain: Academics		*Component A1*	*Component A2*
Provide the name of the component and the metric that will be used to evaluate it.	**Component Name / Metric**	Attendance	CTE Coherent Sequence
Elementary, Elementary-Magnet, HS, etc.	**School Type / School Group**	High School	High School
Provide the weight assigned to this component within the domain.	**Component Weight (%)**	25	25
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	**Rationale**	Attendance has a significant impact on student achievement. In order to maintain high levels of proficiency, high standards for student attendance are necessary to truly see the impact of rigorous instruction.	Career and technical education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.
Identify the source(s) of data for each component and the availability of baseline data.	**Data Source / Baseline Data**	PEIMS/Historical attendance data is available through PEIMS.	PEIMS/ CTE Code 2 Indicator
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	**Timeline for Data Collection and Analysis**	Data will be collected through PEIMS and reported at the end of the year to see if the specific criteria is met.	Data will be collected through PEIMS and reported at the end of the year to see if the specific criteria is met.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	**Methodology**	Yearly Average Daily Attendace percentages will be utilized to calculate this domain. Low Attendance Days that have an approved state waiver will not be calculated into the Yearly Average Daily Attendance percentage.	Data will be collected through TEDS standards through PEIMS. The percentage of students meeting the requirements for CTE code 2 from the graduating class will be utilized for the scaling process.

Describe the scaling process to be used for this component.	**Scaling Process**	The scaling process will be based on overall attendance percentages throughout the school year. A (100)- 93-100 B (89)- 91 - 92 C (79) - 89 - 90 D (69)- 80 - 88 F (59)- Below 80	The scaling process will be based on CTE Code 2 percentages from the most recent graduating class. A (100)- 60+ B (89)- 50 - 59 C (79) - 40 - 49 D (69)- 30 - 39 F (59)- Below 30

Domain: Extra & Co-Curricular		*Component C1*	*Component C2*	*Component C3*
Provide the name of the component and the metric that will be used to evaluate it.	**Component Name / Metric**	Academic UIL	Athletic UIL	Chess
Elementary, Elementary-Magnet, HS, etc.	**School Type / School Group**	High School	High School	High School
Provide the weight assigned to this component within the domain.	**Component Weight (%)**	33.3	33.3	33.3
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent practicable, focused on growth and/or maintaining high levels of proficiency.	**Rationale**	UIL activities exist to complement the academic curriculum, and are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills. Students are challenged to think critically and creatively, exhibiting much more than knowledge and comprehension.	Athletics provides athletes with several benefits including the acquisition of valuable skills that will benefit them throughout their life. These skills are effort, hard work, self discipline, team work, and time management. These skills go beyond the game itself and their impact can be powerful and transcending.	Chess is an educational tool aiding in the learning of planning, cause and effect relationships, pattern recognition, and research, all key skills for success in STEM (Science, Technology, Engineering, Mathematics).
Identify the source(s) of data for each component and the availability of baseline data.	**Data Source / Baseline Data**	UIL District Meet Results	UIL District Championship Results	Current Year Regional Results
Provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.	**Timeline for Data Collection and Analysis**	Immediately following the district UIL meet.	At the end of the year, the athletic director will provide a list of all sport areas and their performance in relation to district championships and how far the sport adanced.	Within two weeks of the regional meet, all results will be tabulated and placed into the rubric.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	**Methodology**	The overall team performance calculations will be derived from the UIL district guidelines.	Each applicable grade level/sport will receive 5 points for earning a district championship and 2 additional points for each additional round reached (Bi-District, Area, Regionals, Regional Quarterfinals, Regional Semifinals, Regional Final, State Semifinal, and state championship, and state medals).	The chess program will be evaluated based on their overall team performance at the regional meet. This ranking will be calculated based on contest rules and rubrics.

Describe the scaling process to be used for this component.	**Scaling Process**	The scaling process will be based on the points accumulated from the UIL district meet, utilizing the methodology listed above. A (100) -Places top5 B (89)- Places top 6 C (79)- Places top 7 D (69)- Places top 8 F (59)- Places top 9	The scaling process will be based on the points accumulated from UIL district athletic standings, utilizing the methodology listed above. A (100) -200+ Points B (89)- 150 - 199 Points C (79)- 100 - 149 Points D (69)- 50 - 99 Points F (59)- Below 50	The scaling process will be based on the regional rankings from the regional chess competition, utilizing the methodology listed above. A (100) -Places top 10 B (89)- Places 11 - 13 C (79)- Places 14 - 15 D (69)- Places 16 - 18 F (59)- Places 19 - 20