

District Improvement Plan
Buddy Lowrance, Superintendent



2004-2005

District Planning and Decision-Making Team

Name	Role
Cheryl Sowder	Business
Piertra Vanderlei	Business
Monty Edwards	Business
Patsy Fisher	Community
Sam Miller	Community
Mary Ann Gordon	Community
Terry Peck	Parent
Joe Gonzales	Parent
Patricia Castillo	Parent
Lori Davison	Parent
Teresa Slayden	Teacher
Stephanie Maxfield	Teacher
Verena Pierce	Teacher
Scott Harrell	Teacher
Dyke Gaston	Teacher
Jonathan Robertson	Teacher
Cheri Sain	Teacher
Belinda Steinbock	Teacher
Ken Carr	Teacher
Janice Allsup	Teacher
Roy Willingham	Counselor
Bo Lance	Principal
Bryan Davis	Principal
Buddy Lowrance	Superintendent/Chair

Sudan ISD Goals and Objectives

Goal 1: All students, including the target populations, will reach or exceed state academic performance standards for an “Exemplary” rating on the AEIS in order to achieve lifelong success

Objective 1: All Sudan ISD students, including target populations, will demonstrate increases in student performance on TAKS Math to meet or exceed state standard

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

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

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

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

Objective 6: All Students in Special Programs will meet or exceed state standards on TAKS or alternative assessment

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

Goal 2: Students will demonstrate behaviors that support academic success

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

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

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

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

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

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

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

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

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

Target Populations and Special Programs

Economically Disadvantaged
African-American
Hispanic
White
Migrant
Male
Female

Career and Technology Education (CATE)
Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
Special Education
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TIA)

Goal 1: All students, including the target populations, will reach or exceed state academic performance standards for an “Exemplary” rating on the AEIS in order to achieve lifelong success

Objective 1: All Sudan ISD students, including target populations, will demonstrate increases in student performance on TAKS Math to meet or exceed state standard

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Continue Sudan Awareness of Math TAKS Targets (SAMTT)	Local Title I	TAKS practice tests Teacher-made tests	August – April 2005	Math coordinators	TAKS STAR Test
Provide Accelerated Math program for 1st – 7 th grades	Title I Local	TOPS reports Teacher observation	August – April	Math coordinator	TAKS STAR
Provide additional time for math	Computer Lab Coordination/integration of math with other subjects	Lab tests Teacher observations	Year-round	K – 3 rd teachers	TAKS Math
Prioritize TAKS objectives for classroom instruction	L&M Instructional Materials Computer programs Local	Pre-Post Test Student attitudes	Jan – March 2005	Math teachers	TAKS
Provide test-taking strategies	Local SCE Title I	Takes pretests	Year – round	Principals	TAKS
Schedule three semesters of math for 8 th grade	Local	End of chapter tests	Year – round	Counselor 8 th grade math teachers	TAKS

Goal 1: All students, including the target populations, will reach or exceed state academic performance standards to achieve “Exemplary” rating on AEIS

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

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Provide Reading Renaissance Program	Local Title I	Computer generated reports	August – July 2005	Reading Renaissance Coordinators	STAR tests TAKS
Provide additional reading period	Time Computer lab	Computer tests	August – July 2005	K – 7 Classroom teachers	STAR tests TAKS
Coordinate Reading and other subjects					
Designate reading time in each homeroom	Local	Teacher observation	Year-round	Classroom teacher	TAKS reading
Participate in DEAR day	Local	Teacher observation	Year round	Classroom teacher	TAKS STAR tests
Provide summer reading program	Local	Number of students participating	June	Principal	Final number of participants TAKS reading
Continue Accelerated Reading Program and Waterford Program	Title I Local	Report card grades	August – May 2005	Principal	TAKS TPRI
Prioritize TAKS objectives for classroom instruction 8 – 12	Local	Pre-Post Tests	January – March 2005	Math teachers	TAKS reading

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for an “Exemplary” rating on the AEIS in order to achieve lifelong success

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

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Train all teachers in TAKS test strategies	Title II Curriculum Contract	Teacher training certificates	2005 – 2005 school year	Principals	TAKS Teacher training certificates
Implement Book and Brain strategies	Local	Release TAKS tests	March – April 2005	Reading teachers	TAKS reading
Provide ARI at K-4	ARI funds	Students served	August – May	Principal	TAKS

Sudan District Improvement Plan

2004-2005

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for an “Exemplary” rating on the AEIS in order to achieve lifelong success

Objective 3: All Sudan students including target populations will demonstrate increases in academic performance on **TAKS writing** to meet or exceed state standards

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Continue Sudan Elementary Writing Continuum and Shurley methods in K – 3	Local	Report card grades Portfolios	August – May 04	Writing coordinator	TAKS writing
Keep individual portfolios at each grade level	Local	Portfolios	August – May	Classroom teachers	Completed portfolios TAKS writing
Prioritize TAKS writing objectives 8 – 12	L & M instructional resources Local Computer tests	Release TAKS	January – March 2005	LA teachers	TAKS
Provide teacher training for TAKS strategies	Staff development with Shirley Crook Title I	Training schedule	August – May 2005	Principal	Teacher training certificates TAKS
Integrate and emphasize writing in core subjects	TAKS writing materials Local	Lesson Plans	August – May 2005	Principal	TAKS writing

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for an “Exemplary” rating on the AEIS in order to achieve lifelong success

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

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Provide staff development opportunities for all teachers in science/social studies TEKS and TAKS questions	Local Curriculum Contract	Teacher attendance at staff development	September March-	Principal	TAKS
Schedule to allow for vertical teaming on objectives for grade level coordination	Local	Vertical team meeting schedules	Fall	Principal	TAKS
Retain and recruit Highly Qualified (HQ) teachers in science and social studies	Local	Teachers retained and new hires	Summer	Superintendent/ Board	HQ report TAKS

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

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Target December and February ACT/SAT dates for student participation	Local Provide meals and transportation	Number of students signed up for testing	November – March 2005	Counselor	Number of students taking exams
Provide preparation sessions	Local Internet programs and practice tests	Number of students participating	November 2005	Counselor Technology Coordinator	ACT/SAT scores
Utilize software during class time for 11 – 12	Local Software	Computer test	August – March 2005		SAT/ACT scores
Utilize ITV lab for ACT review	Local ITV classroom	Student attendance	Two – three weeks prior to test dates	FACT personnel	ACT/SAT scores
Make practice tests available	Local	Practice test results	August – Mary 2005	Counselor	SAT/ACT results

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Objective 6: All Students in Special Programs will meet or exceed state standards on the TAKS or alternative assessments

Career and Technology Education (CATE)

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Determine risk level in Performance Based Monitoring (PBM) <ul style="list-style-type: none"> Calculate district CATE dropout rate compared to state CATE dropout rate 	CATE staff	Upon release of AEIS	Local	Dropout rate	PBM
Use local advisory council to review and update objectives to ensure relevance to current business/industry practices	SBDM Team Local CATE Perkins	Meeting schedules including business/industry	Spring	CATE staff	Results of annual review/update
Integrate CATE and academic programs	CATE Local	Tech Prep	On-going	Principal	Annual CATE evaluation
Recruit and retain highly qualified staff including minorities	Local	Positions posted	Summer	Superintendent	Fully certified staff
Provide research-based staff development with staff input	CATE Local	Training schedule	August – May	Superintendent	Training certificates
Provide information to parents in home language	Local	Communications to parents	August – May	CATE staff	Communications for year
Provide career awareness	Local	Programs	Spring	Principals	List of students

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Dyslexia

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Provide dyslexia program for any identified student	Local dyslexia fund SCE	List of students identified	Year-round	Principals	List of students served
Use the Herman Method for individualized instruction	Local	Teacher observations	Year-round	Dyslexia coordinator	TAKS
Align SBOE approved procedures and district procedures	Local	Draft of written procedures	Fall	Dyslexia Coordinators	Written procedures adopted
Provide services for students who may be eligible under 504	Local	List of identified students	Daily	504 Committee	List of students served
Provide research-based staff development for teachers/Lindamood-Bell	Local	Training scheduled	Summer	Superintendent	Teachers training certificates
Ensure teachers have proper certification/endorsements	Local	List of teachers providing services	Spring Summer	Superintendent	Teaching certificates

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English as a Second Language (ESL)

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Determine risk level in PBM: <ul style="list-style-type: none"> District LEP passing rate in Reading/Math/Writing compared to state District LEP dropout rate compared to state 	Local	Data analysis	Fall	Administrators	PBM
Identify and provide all LEP students an ESL program to develop proficiency in comprehension, speaking, reading, and composition of English	ESL Local SCE	Home Language Survey List of students	August and upon student enrollment	ESL teachers	RPTE TAKS
Reduce number of parent denials for program	Local	List of denials	August – May	Principals	List of parent denials
Provide research-based staff development for teachers and paraprofessionals	ESL Local	Training scheduled	August – May	Principals	Sign-in sheets for training
Send communications to parents in home language of parents as appropriate	Local	Communications	Year-round	Superintendent	Communication to parents
Recruit/retain highly qualified ESL staff including minorities	Local	ESL teacher certifications	Summer	Superintendent	Endorsements for ESL

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Gifted and Talented (GT)

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Offer advance placement classes in High school	Local Teacher training	Number of classes offered	August – May 2005	GT Coordinator	Number GT enrolled in AP classes
Modify in grades K – 12 for GT students	Local	Lesson plans	August – May	Counselor	PDAS TAKS
Participate in Level I ESC Cooperative	GT funds Local	ESC G/T activities	August – May	Superintendent	TAKS

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State Compensatory Education (SCE)

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
SCE funds will be coordinated with Title I funds at the two Schoolwide campuses with 40% or more low-income percentage to serve at-risk students Summary totals are \$185,718 and 2.75 FTEs					
Develop policy to identify, enter, and exit students who are at-risk to the SCE program	SCE	Policy draft	August 2005	Superintendent	Policy
Determine campus and district SCE budgets and document in plans	\$185,718 2.75 FTEs	Budgets	August	Superintendent Principals	DIP CIPs
Continue to encourage enrollment in career-technology programs	CATE Local	Number of students enrolled	August – May 2005	At-Risk coordinator	Students enrolled
Provide PEP alternative campus (academic) for students with special needs	SCE Local Title V SSA	Students enrolled at PEP	August – May 2005	Counselor	Students enrolled at PEP and graduation rate/GEDs
Provide tutorials	SCE/Local	Students enrolled	August – May	Principals	TAKS

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SCE, Continued

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Identify and serve homeless students upon enrollment	Title I Local	List of homeless	August – May	Homeless Liaison	List of students identified /served
Evaluate At-Risk program	Local SCE	Report card grades	May	Superintendent Principals	TAKS reading/math and completion rate chart of at-risk and all other student
Provide research-based staff development for teachers concerning at-risk strategies	Local SCE	Training schedule	August – May	Counselor	Sign-in sheet for training sessions
Provide counseling/instruction in pregnancy prevention/abstinence	Local Lamb County Extension service	Principal observations	August – May 2005	Counselor	PRS report
Encourage pregnant students to remain in school and also provide homebound instruction as needed	Local SCE	Number of students remaining/number receiving homebound instruction	As needed	Counselor	Percent of pregnant/parenting students graduating

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Objective 5: All Students in Special Programs will meet or exceed state standards on the TAKS or alternative assessments

Special Education

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Ensure teachers/Teaching assistants have certification/endorsements required	Special Education Title II, Part A	Review of personnel	August	Superintendent	Teacher certificates on file
Ensure students with disabilities have access to general curriculum	Special Ed Local	ARD/IEP	August – May	Special Education teachers	Student schedules
Provide individualized instruction on TAKS subject areas	Release tests Special Ed	Release Tests	August – May	Special Ed teachers	TAKS
Establish timeline for initial evaluation: Systematic process for pre-referral is established	Referral packet Special Ed	Grades	August – May 2005	Special Ed teachers	ARD records
Establish least restrictive environment and placement decision to include annual determination of LRE	Special Ed	Grades	August – May 2005	Special Ed teachers	ARD records
Consider related services based on student needs	Special Ed Co-op	Testing results/observations	August – May 2005	Principals Special Ed Co-op	ARD meeting minutes

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
<p>Determine district Special Education overall risk level based on data elements in Performance Based Monitoring (PBM):</p> <ul style="list-style-type: none"> • % relative to state median (50th percentile) identification both over and under represented in Sp. Ed. • Ethnic disproportion of student populations • LEP disproportion • Economically disadvantaged disproportion • District TAKS passing rates in Reading, Writing, & Math compared to statewide passing rates @ 2 SEM • % of 3-8 exempted from TAKS & SDAA compared to standards (TEC §39.02) (c) • Discretionary disciplinary referrals disproportion (both DAEP & JJAEP) • Dropout disproportion • African American students identified with mental retardation (MR) disproportion 	<p>Special Ed. Director</p>	<p>Fall</p>	<p>Sp. Ed. Local</p>	<p>Analysis</p>	<p>PBM Risk Levels</p>

Sudan District Improvement Plan

2004-2005

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
<ul style="list-style-type: none"> LEP students in Special Ed. identified with Speech or Language Impairment (SLI) 					
Provide research-based staff development with staff input including: <ul style="list-style-type: none"> How to modify curriculum CAP/AIM areas of need Pre-Referral Process 	Administrator	As scheduled	Sp. Ed. Local	Training calendar	Training certificates
Provide students with disabilities access to general curriculum	Sp. Ed. Dr.	Aug.-May	Sp. Ed.	ARD/IEP	Student schedules
Provide Parent Involvement opportunities for parents to participate in school activities	Sp. Ed. Dr.	Aug.-May	Sp. Ed Local TIA	PI Calendar	Sign in sheets
Reduce % of exemptions from TAKS and SDAA	Sp. Ed. Dr.	Fall Spring	Sp. Ed.	ARD minutes	Exemptions
Train ARD committee	Sp. Ed. Dr.	August	Sp. Ed.	Training scheduled	Sign in sheets
Put operating guidelines land tracking system in place as Timeline for Reevaluation	Special Ed policy land procedural manual	Eligibility folders	August – May 2005	Special Ed Director	Review of re-evaluation ARDs
By age 14, include the statement of transition service needs in the IEP	Special Ed	Dates, eligibility folders on each students	Spring ARDs	Special Ed Dr.	ARD minutes
Special ed students will show improvement on TAKS, SDAA or other alternative assessment	Special Ed Local	Grades	August – May 2005	Special Ed teachers	TAKS SDAA TPRI,

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Objective 5: All Students in Special Programs will meet or exceed state standards on the TAKS or alternative assessments

Title I, Part A: Schoolwide

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Determine risk level in Performance Based Monitoring <ul style="list-style-type: none"> • TAKS 70% passing rate for economically disadvantaged students • Dropout rate for economically disadvantaged below state dropout rate in 00-01 • Met AYP in reading and math 	Administrator	Current year rating	Local	AYP previous year	AYP current year PBM
Incorporate the ten Schoolwide Components	Principal	Aug.-May	TIA	CIP	CIP
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction (Include special populations)	Administrators				
2) Plan reform strategies to address needs <ul style="list-style-type: none"> • Focus: Economically disadvantaged, & At-Risk • Include extended day/year 	Site-Base Team, Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII	Caps and strategies	TAKS SDAA
3) Provide instruction by highly qualified staff: <ul style="list-style-type: none"> • Teachers in core subject areas-- Deadline: 2005-2006 • Instructional Paraprofessionals (TIA) Deadline : January 2006 	Site-Base Team Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII	CIPs and strategies	TAKS SDAA

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Paraprofessionals hired after 1/8/02 will be qualified before hired 					
4) Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> With staff input Intensive, sustained, research-based 	Principal	March-May	TIA, local, TIID, TIIA, TIII	Staff Development Calendar	TAKS
4) Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> With staff input Intensive, sustained, research-based 	Principal	March-May	TIA, local, TIID, TIIA, TIII	Staff Development Calendar	TAKS
5) Attract and retain highly qualified teachers to high needs campus(s)	Administrators	Summer	Local TIA, TII TPTR	Personnel Files	Personnel Files
6) Increase parent involvement <ul style="list-style-type: none"> Designed to improve student academic achievement Designed for parents to have opportunities to participate in decisions regarding their child's education 	PI Coordinator	Monthly	TIA, Local	PI Events	PI Evaluation
7) Assist pre-school children to local elementary. school with visitation day for kids & parents	Principal	May	TIA	Event planned On calendar	Sign-In sheet
8) Get Teachers input on all local academic assessments to be used	Principal	Fall	Local	Meeting agenda	T Input
9) Identify students who need assistance <ul style="list-style-type: none"> Provide timely additional help Students having difficulties with academic proficiency or advanced levels 	Lead teachers	Each reporting period	TIA	List of identified students	TAKS
10) Coordinate & integrate federal/state/local	Principal	August	TIA, TIIA, TIID,	Meeting	TAKS

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
programs		Through May	ESL, CATE, TIII, TIV, TV, GT, SCE, Sp Ed., Local	agendas	SDAA
Evaluate Parent Involvement (PI) program <ul style="list-style-type: none"> • Involve parents in the evaluation 	Principal	Spring	TIA	SB Meeting Agenda	Evaluation results
Review Parent Involvement policy <ul style="list-style-type: none"> • Developed and agreed upon by parents • Copies distributed 	Administrator	Summer	Local	Meeting agenda	Policy

Goal 1: All students, including the target populations will reach or exceed state academic performance standards for an “Exemplary” rating on the AEIS in order to achieve lifelong success

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

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Provide opportunities for using computers in classroom work	Local Jostens Lab Title I Lab	Lesson Plans	Year-round	Principals	Lesson Plans
Require 8 th graders to take word processing	Local Technology	Student schedules	August 2005	Counselor	Student schedules
Require all students to take one technology applications course before graduation	Local	Four year plans	August 2005	Counselor	Transcripts

Goal 2: Students will demonstrate behaviors that support academic success

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

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Ask Parents/community volunteers to tutor one-on-one for specific needs of students	Local	List of volunteers	Year-round	Principals	Promotion rate
Set up daily tutoring as needed	Local Title I SCE	Attendance at tutorials	August – May 2005	Principals	Promotion rate
Provide optional summer program for acceleration and enrichment	Local SCE	Attendance	Summer	Principal	Promotion rate/ AR points accumulated

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

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Rewards will be provided for students for good behavior (field trips in the Spring)	Local	Referrals	May 2005	Principal	Referrals
Continue Character Counts program	Local ESC 17	Discipline referrals	Year-round	Principals	Discipline records

Goal 2: Students will demonstrate behaviors that support academic success

Objective 3: Sudan ISD will achieve and maintain a dropout rate of 0% for all students and all student groups for 2004 - 2005

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Offer vocational and tech-prep courses	Local CATE SCE	Number of students enrolled	August – May 2005	Principal	AEIS dropout rate
Promote self-esteem	Character Counts Local	Grades	August – May 2005	Counselor	Dropout rate
Award gift-certificates for A/B honor roll	Local	Number of students on honor roll	August – May 2005	Principal	Certificates awarded

Objective 4 Sudan ISD will achieve and maintain an attendance rate of 98% or higher for the 2004 – 2005 school year

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Send letters to parents of excessive absences	Local	Letters sent home	Year-round	Principals	End of year attendance report
Recognize outstanding attendance by presenting awards and incentives–	Local	Six weeks attendance	August – May 2005	Principals	Awards and incentives given

Goal 2: Students will demonstrate behaviors that support academic success

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

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Provide DAVE program & Violence Education	Local Title IV SSA	Referrals	Year-round	Counsel for	SDFSC Report Discipline reports
Provide Character Counts Program	ESC 17	Student participation	August 2005 – May 2005	Counselor	Surveys
Provide STAR program	Managed Care Center	Teacher observations	Year-round	Teacher	SCFSC Report Discipline Referrals
Provide Peer Mediation for all 8 th grade students	Title IV SSA Local	Teacher observations	August – May 2005	Counselor	Reduction in discipline referrals
Continue DARE Program	Lamb Co. Sheriff Dept	Discipline referral	August – May 2005	Counselor	SDFSC Report
Provide Assemblies and prevention/intervention programs	Local Title IV	Crisis referrals Assemblies scheduled	Fall Spring	Counselor	SDFSC Report Texas School Survey of Drug & Alcohol use

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

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

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Provide staff development in the following areas: <ul style="list-style-type: none"> • Electronic grade book, • Desktop publishing, • Word processing • Kid pix, • Power point, • Internet use, • Advantage learning products, • Photoshop illustrator 	Local Title I Title II, Part D: Technology	Training scheduled	June – May 2005	Technology directors	Teacher sign-in sheets
Provide TEKS staff development (implementation & curriculum alignment)	Local Title II, Part A: TPTR contract Title I	Training scheduled	Year – round	Principal	Teacher training certificates
Provide training in coordination of program	Local	Training scheduled	August – July 2005	Superintendent	Training sign-in sheets
Provide training in core subjects	Title II Curriculum Contract, ESC 17	Training scheduled	August – July 2005	ESC 17	Attendance certificates

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

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

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Provide training in <ul style="list-style-type: none"> • Safe, drug free curriculum (DAVE) • Suicide prevention • Conflict resolution • Violence prevention • Integration of technology in instruction & administration • Discipline management • 	Title IV SSA Local Title II Contract	Training scheduled	August – June 2005	ESC 17	SDFSC Report Sign-in Sheets
Determine staff development needs based on state assessment data: (TAKS, SDAA, RPTE, TPRI)	Local	Staff meeting to look at campus and district student needs	August 2005	Principals	Survey Results and staff development plan

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

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

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Hold regular meetings for Planning and Decision Making Team (Parents/business/community/staff collaboration)	Local	Meetings scheduled	Quarterly	Chair	Sign in sheets
Encourage parents and community to attend Parent Information Network Meetings (SPIN)	Local	Meetings Scheduled	Quarterly	Principals	Sign-in sheets
Provide volunteer opportunities: <ul style="list-style-type: none"> • Reading Renaissance Partners • Classroom volunteers • DEAR Day 	Local Title I	Schedule of events	August – May 2005	Principals	Sign-in Sheets Parent surveys
Hold Parent-Teacher conferences	Local	Conferences scheduled	September – December 2005	Counselor Principals	TAKS Parent Sign-in Sheets

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

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

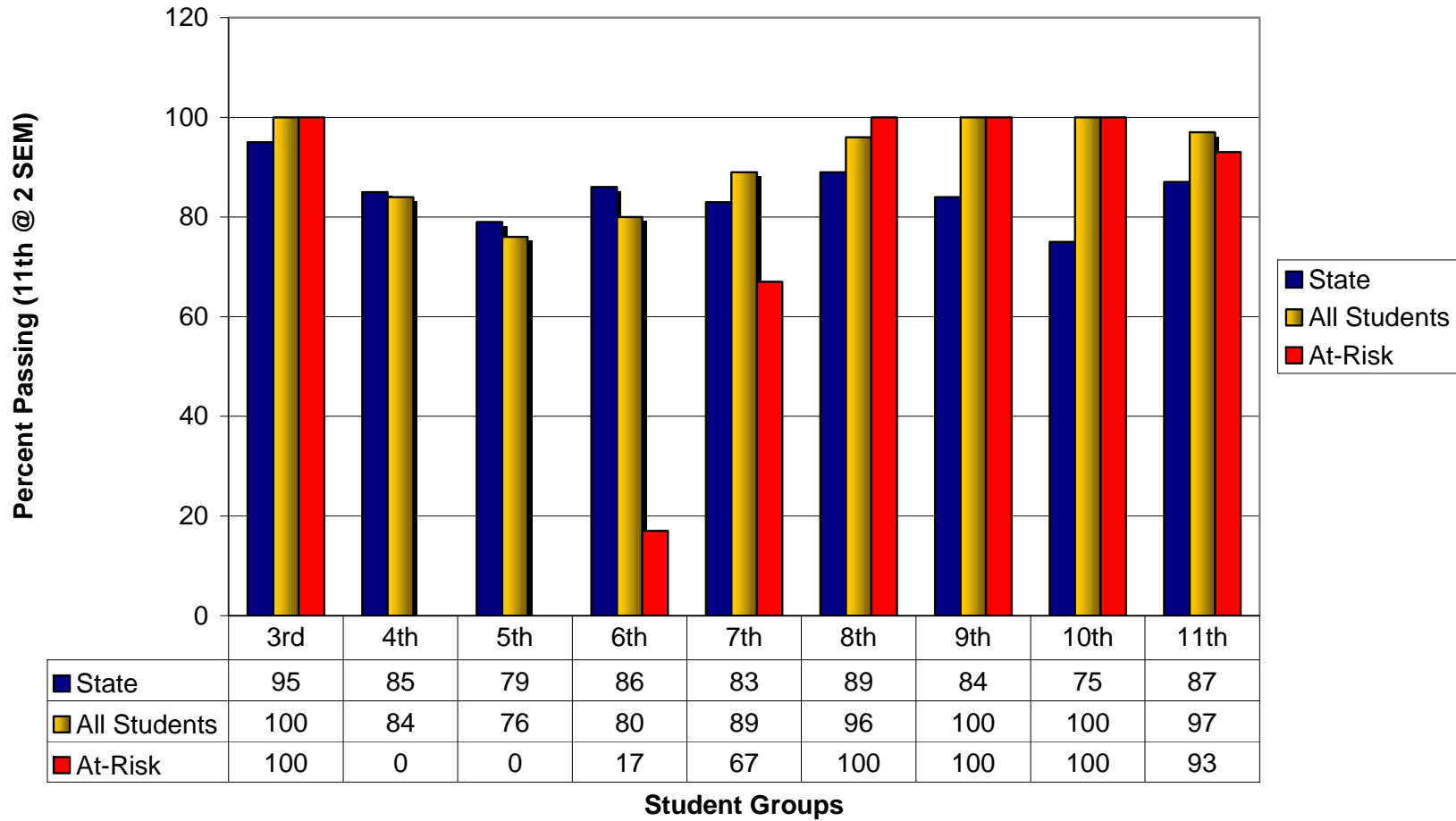
Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Develop pamphlet to inform parents of Special Programs offered and opportunities to participate <ul style="list-style-type: none"> • Special Education • ESL • CATE • Dyslexia • Title I • Title IV • GT • SCE • Local Program 	Local	Draft copies	Fall	Administrators	Pamphlets distributed
Continue Head Start program for 3 – 4 year old children through Levelland–	SHAPES Head Start in Levelland	Program activities	August – May 2005	Superintendent	STAR and readiness tests

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

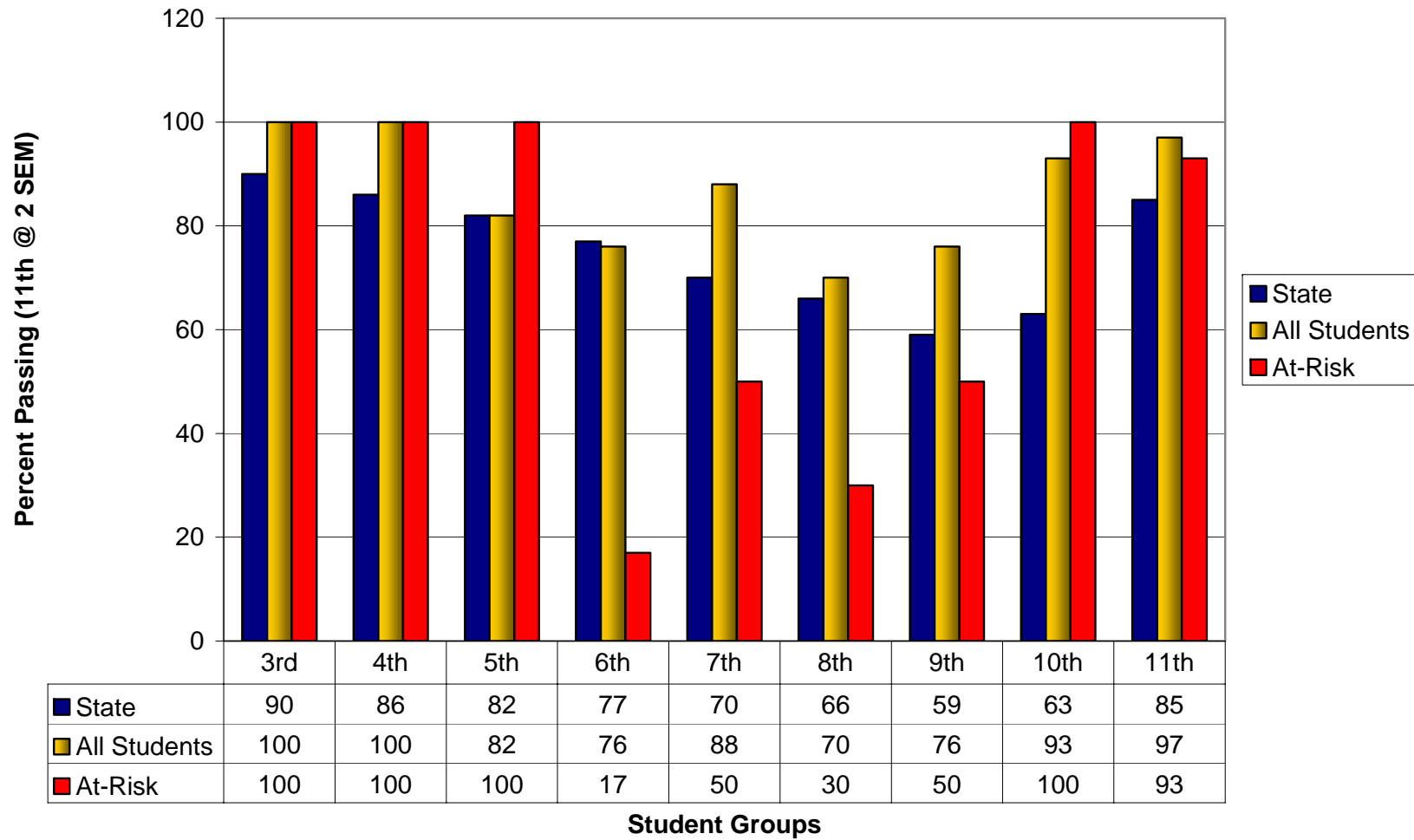
Objective 1: Sudan will involve all parents in their children’s education as measured by documented contacts

Strategies/Activities	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Inform parents of all state assessments, proficiency levels, and local assessments as applicable	Local	Meeting scheduled	Spring	Superintendent	Sign-in Sheet Minutes of meetings
Provide parents with information on the following: <ul style="list-style-type: none"> • Higher education admissions • Financial aid opportunities • TEXAS grant • Teach for Texas grant • Curriculum choices for success beyond high school 	Local	Meetings scheduled	September Spring	Counselor	Parent Surveys
Survey parents to evaluate: <ul style="list-style-type: none"> • School climate • Special programs • Parent involvement 	Local	Surveys	Spring	Principals	Survey Results TAKS

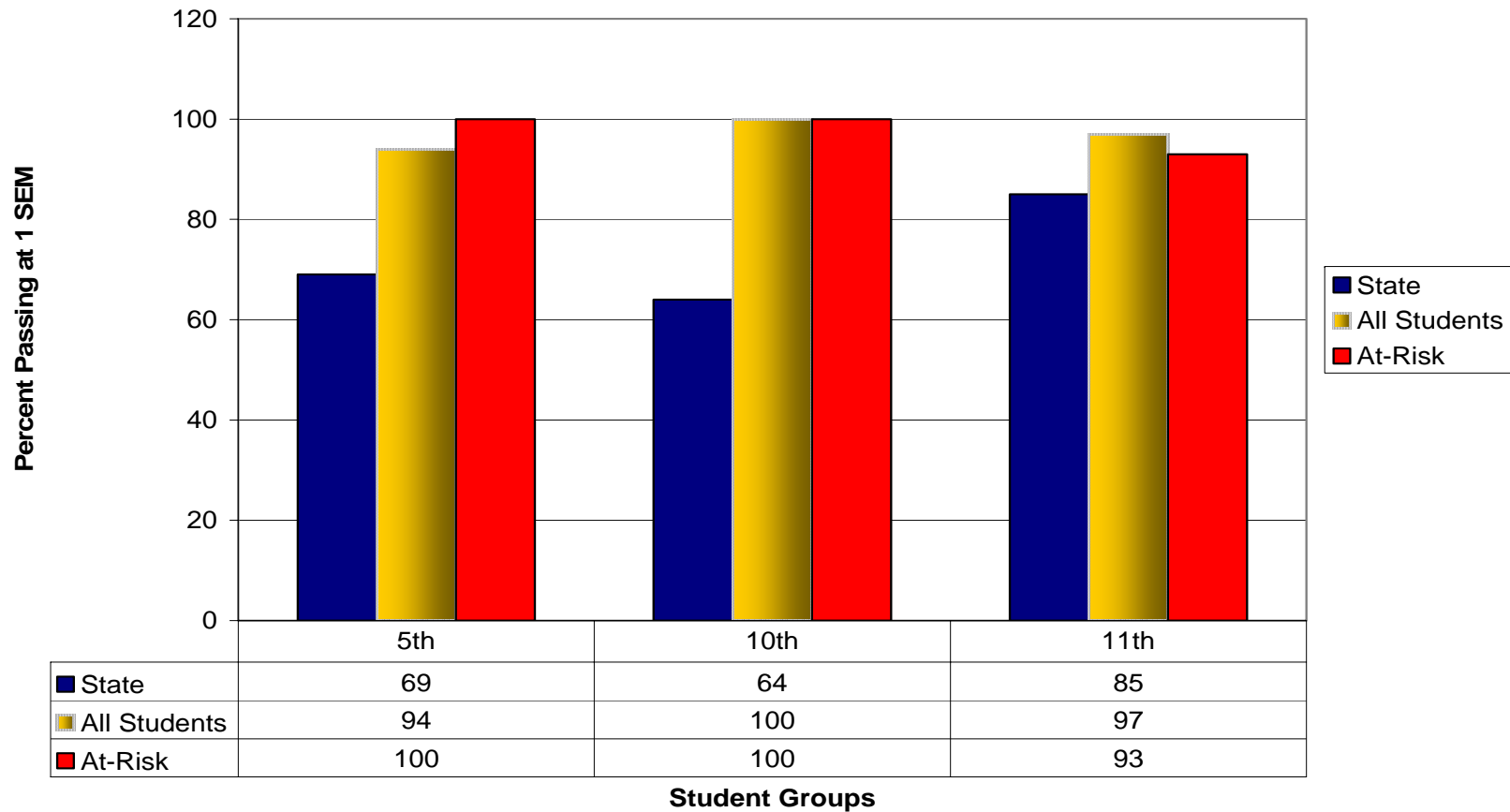
Sudan TAKS Reading/ELA



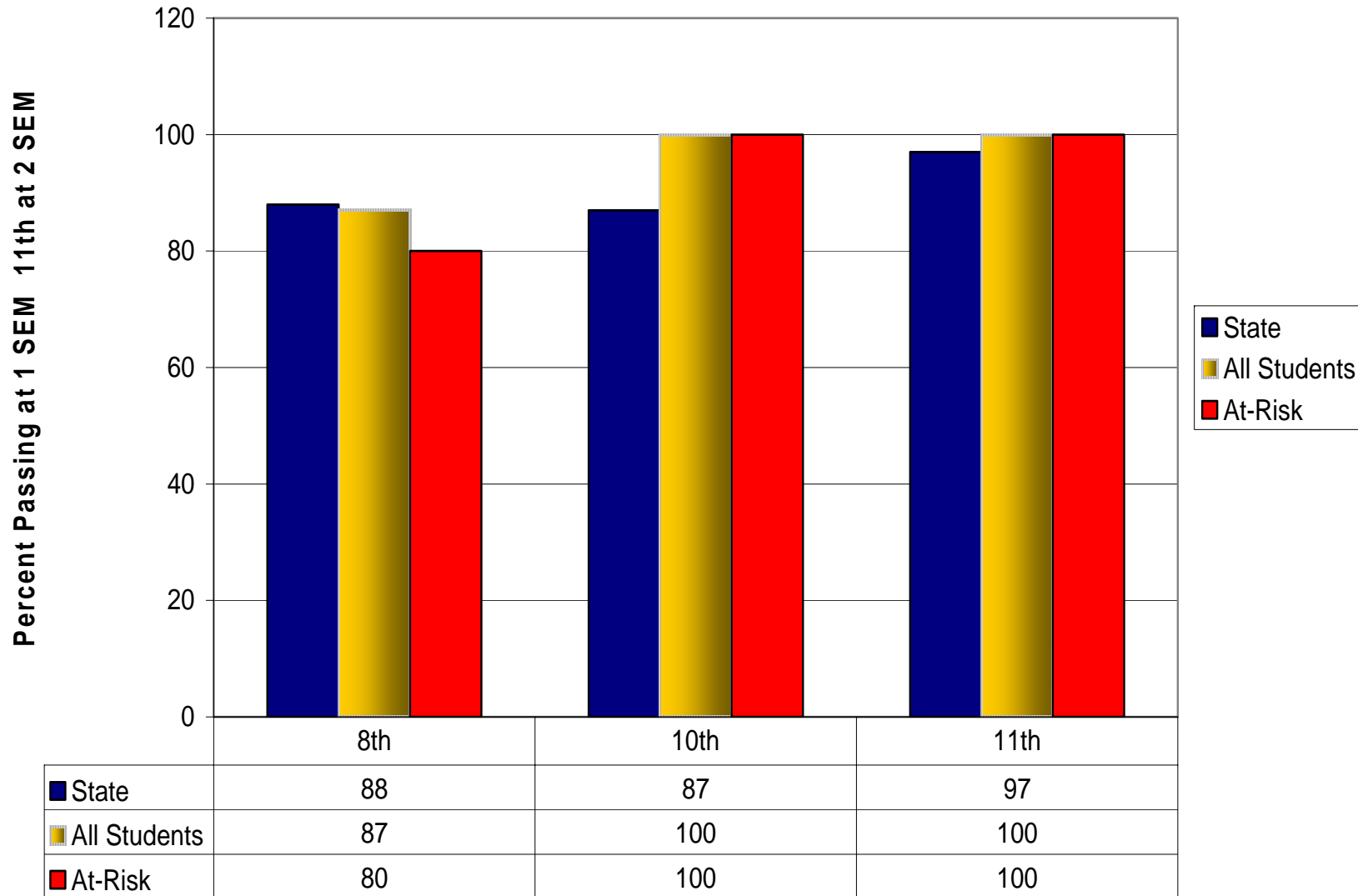
Sudan TAKS Math



Sudan TAKS Science 2004



Sudan TAKS Social Studies 2004



SudanTAKS Writing 2004

