



Sudan ISD

Elementary Improvement Plan

Bo Lance, Principal

2004-2005

Sudan Elementary Goals and Objectives

Goal 1: All students, including the target populations, will meet or exceed state academic performance standards for an Exemplary rating in order to achieve lifelong success.

Objective 1: All Sudan elementary students will pass the TAKS Reading at the state standard

Objective 2: All elementary students will pass the TAKS Math at the state standard.

Objective 3: All Sudan Elementary students will pass the TAKS Writing at the state standards.

Objective 4: All Sudan Elementary students will pass the TAKS Science at the state standards.

Objective 5: Students in Special Programs will pass the TAKS in all subjects at the state standard

Goal 2: All students will exhibit behaviors that support academic success.

Objective 1: Student Attendance will increase; retention rate and discipline referrals will be reduced

Objective 2: Students will maintain an attendance rate of 98% or higher for the 2004-2005 year

Goal 3: Sudan Elementary staff including administrators, teachers, paraprofessionals and support staff will be provided technology and sustained, research-based professional development to ensure student academic success

Objective 1: Teachers will receive a minimum of 6 hours or more of training in areas of determined needs

Goal 4: Sudan Elementary will develop partnerships with parents, community members, and other district stakeholders in order to educate students to the highest level of their academic abilities while fostering positive social, emotional, and cultural development.

Objective 1: Sudan Elementary will show an increase in the numbers of parent involvement contacts for the year

Special Programs and Target Populations

Target Populations:

Economically-disadvantaged
African-American
Hispanic
White
Migrant
Male
Female

Special Programs

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

Campus Planning and Decision Making Team

NAME	ROLE
Cheryl Sowder	Business
Piertra Vanderlei	Business
Sam Miller	Community
Mary Ann Gordon	Community
Terry Peck	Parent
Joe Gonzales	Parent
Teresa Slayden	Teacher
Stephanie Maxfield	Teacher
Verena Pierce	Teacher
Bo Lance, Principal	Chairperson

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Goal 1: All students, including the target populations, will meet or exceed state academic performance standards for an Exemplary rating in order to achieve lifelong success.

Measurable Performance Objective 1: All Sudan elementary students will pass the TAKS Reading at the state standard

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Continue Reading Renaissance (RR) for daily practice reading	Reading Staff	Daily	TIA Local	RR computer Tests STAR	TAKS TPRI SDAA
Continue Students with Aptitude to Tutor (SWATS)	Reading Staff	Weekly	TIA Local	Students trained to tutor	Tutoring calendars
Continue Schoolwide Title I program	Principal	Daily	TIA	6 weeks grades	TAKS TPRI
Schedule 2 periods for reading for K-3 for intense, individualized instruction as needed <ul style="list-style-type: none"> • Use SWAT • 3 week summer program • Saxon phonics • Waterford reading stations • Provide Leapfrog Literacy Centers for at-risk 	K-3 T	Daily and summer	TIA Local	T Observation STAR	TPRI
Provide Kurzweil Reading Stations to K-7 students for targeted assistance	K-7 Reading teachers	Daily	TIA Local	Program assessments Progress reports	TPRI TAKS

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Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Notify parents of PK program for eligible students <ul style="list-style-type: none"> • by newspaper and posted bulletins • In English/Spanish • In Spring 	Principal	Spring	Local	Notification draft	Notification documents

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

Measurable Performance Objective 2: All elementary students will pass the TAKS Math at the state standard.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Target problem solving strategies and applications <ul style="list-style-type: none"> • Use games & manipulatives • Peer tutoring • Accelerated instruction • Based on disaggregated data on TAKS • Target measurements, estimation • TAKS Target practice in all classrooms at beginning of day • Hold vertical alignment meetings and include K-2 • Schedule additional period for K-4 instruction to target need 	Math Team Leader	Daily	Local TIA	TOPS reports AM reports Progress reports	TPRI TAKS STAR ITBS
Involve parents <ul style="list-style-type: none"> • Send math progress reports • Enlist parents to help at home with specific objectives 	Math teachers	3 week periods	Local	Notices sent	Math TAKS End of year math grades ITBS STAR
Provide professional development with Renaissance training and other strategies	Administrator	Summer	Local	Training calendar	Training certificates

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

Measurable Performance Objective 3: All Sudan Elementary students will pass the TAKS Writing at the state standards.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Align grades1-7 to implement consistent strategies and target writing objectives <ul style="list-style-type: none"> • Provide teacher training • Locally developed by teachers • Presented by teachers 	Writing teachers	May-September	Local	Training planned and scheduled	Training sign in sheets TAKS writing
Encourage participation in UIL	Teachers	Fall	Local	List of students involved	Students participating
Use "Perfect Copy" to improve skills and English usage Lab setting <ul style="list-style-type: none"> • Individualized to student needs 	Writing teachers	Daily	Local	Portfolios	TAKS

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

Measurable Performance Objective 4: All Sudan Elementary students will pass the TAKS Science at the state standards.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Add additional two class periods per week for science TEKS in 5th	Administrator	Weekly	Local	6 Weeks grades	TAKS
Align curriculum at 2-5 grades for TAKS /TEKS objectives	Science teachers	Fall 04	Local	Curriculum meetings	TAKS
Hold grade level meetings on Science TEKS	Science Head Teacher	Semester	Local	Meetings held and minutes	TAKS
Disaggregate TAKS tests <ul style="list-style-type: none"> • Focus: Earth Science objectives • Focus: Lab activities 	Science teachers	Weekly	Local	Lesson Plans	TAKS

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Measurable Performance Objective 6: Students in Special Programs will reach or exceed state passing standards
Special Program: **Dyslexia**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students with dyslexia or related disorder and provide appropriate services <ul style="list-style-type: none"> • Early ID and intervention • CNA to determine student needs • Services at students' campus 	Dyslexia staff Administrator	August – Jan	Local	Training scheduled for staff	Students identified
Align SBOE procedures and district ones	Dyslexia staff	August	Local	Draft	Written procedures
Provide students under sect. 504 services	504 Committee	Daily	Local	List ID	Students served
Provide professional development for staff <ul style="list-style-type: none"> • Individualized and intensive • Multi-sensory • Phonetic reading methods • With staff input 	Administrator	Summer	Local	Training calendar	Attendance certificates
Hire and retain teachers with certification/endorsements	Administrators	Summer	Local TII, TPTR	Teachers interviewed	Certificates of teachers
Evaluate program	Dyslexia staff	April-May	Local	Progress reports	TAKS TPRI
Provide Parent involvement opportunities	Dyslexia staff	Aug.-May	Local	PI Calendar	Sign in sheets

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Special Program: **English as a Second Language (ESL)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify LEP students and provide program to develop proficiency in comp., speaking, reading & composition of English	ESL coordinator	Early Aug. and upon enrollment	ESL, TIII (SSA)	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment of LEP students. <ul style="list-style-type: none"> Determine if over-represented in Sp. Education Determine if under-represented in GT 	Administrator	August	BE/ESL Local	Meeting agenda	Data disaggregated
Reduce Percent of LEP exemptions	Administrator	Annually	Local	Number exempt	Number exempt
Provide Professional Development <ul style="list-style-type: none"> Teachers and paraprofessionals Research-based Based on needs from staff 	Administrator	During year and summer	BE/ESL TIII Local	Training scheduled	Certificates of training
Recruit/retain HQ ESL teachers for each classroom	Supt.	Summer	Local	Positions posted	Certified Staff
Send information to parents in home language	Principal	All year	Title I	Communications	Communications
Provide opportunities for parents to participate in school activities	Administrator	During year	Local	PI calendar	Sign in Sheets
Determine LEP passing rate in Reading/Math/Writing compared state	Counselor	Fall	Local	Analysis of data	PBMAS

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Special Program: **Gifted and Talented (GT)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Update policies <ul style="list-style-type: none"> • Furloughs • Re-Assessments • Exiting and transfers • Appeals of placement 	GT Staff	May – Aug	Local	Agendas	Written policies
Hold annual nomination <ul style="list-style-type: none"> • Focus on minorities: ESL, poverty, Sp. Ed., & Migrant 	GT Selection committee	August and semester	Local	Staff Dev. On GT characteristics	Student nominees
Provide advanced curriculum for all GT	GT staff	Aug – May	GT Local	Lesson Plans	TAKS
Ensure equity of program for all <ul style="list-style-type: none"> • Include native language assessment • Include non-verbal assessment 	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide 3 criteria with qualitative and quantitative measures in intellectual ability &/or specific academic fields for 1-12	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Provide 30 hours of GT training for all professional staff	Administrators	Fall – Spring	Local	Prof. Dev. Calendar	Attendance certificates

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Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Revise curriculum framework <ul style="list-style-type: none"> • Depth & complexity including 4 core academic areas 	GT staff	April – Aug.	Local	Meeting minutes	Curriculum revisions
Determine Professional development needs by staff survey	Administrator	Spring	Local	Survey	Survey results
Provide students opportunities to work: <ul style="list-style-type: none"> • Together as a group • With other students • Independently 	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys of: <ul style="list-style-type: none"> • Students and Parents • Staff 	Administrator	April	Local	Surveys distributed	Summary of surveys
Hire and retain GT certified teachers for program	Administrator	May – August	Local GT	Interviews	Teacher endorsements
Provide PI opportunities or parent participation	Administrator	Aug.- May	Local	PI Calendar	Sign in sheets

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Special Programs: **State Compensatory Education (SCE)** Elementary is a Title I School wide Program with greater than 40% poverty rate where SCE and Title I funds are coordinated to serve at-risk students. \$97,868 2.25FTEs

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance and reduce drop-out rate <ul style="list-style-type: none"> Reduce class size 	Administrator	Aug. - July	\$97,868 SCE 2.25 FTEs	Grades Progress reports	TAKS RPTE
Use policy to identify, enter, and exit students from program	Supt.	Aug; Semester; entry	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	At-Risk Cord.	Begin of year & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct CNA	Principal	May-Aug.	Local	SB agenda	CNA
① Serve PK-3 who failed local readiness test (ARI and AMI—or other local test) with Renaissance Programs & accelerated early literacy programs	K-3 teachers		SCE Local	ARI, AMI test scores	TPRI Math test
② Serve 7 th graders who failed 2 or more subjects (previous year or current) with tutorials	At-risk coordinator	Grading periods	SCE Local	Semester Progress reports	TAKS grades
③ Serve students who have been retained	At-risk coordinator	Weekly	SCE Local	6 weeks grades	TAKS
④ Serve students who failed TAKS or SDAA	At-risk coordinator	Weekly	SCE	6 weeks grades	TAKS

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Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Tutorials CAI Specialized reading/math 					
⑤ Serve pregnant / parents students	At-risk coordinator	As needed	SCE PEP grant	6 weeks Grades	TAKS attendance
⑥ Serve student placed in AEP preceding or current year	At-risk coordinator	Weekly	SCE Local	6 weeks Grades	TAKS
⑦ Serve student expelled in preceding or current year	At-risk coordinator	As needed	SCE Local	Discipline records	Discipline records
⑧ Serve students on parole, probation, deferred prosecution or conditional release	At-risk coordinator	As needed	SCE Local	Student placements	TAKS
⑨ Serve drop-outs	At-risk coordinator	Aug.- July	SCE Local	6-Weeks Grades	Graduation rate
⑩ Serve LEP students with classroom teacher with ESL endorsement and ESL strategies	At-risk coordinator ESL T	Upon ID	SCE BE/ESL	6-Week Grades	TAKS RPTE
11 Serve students in care of or referred to DPRS	At-risk coordinator	As needed	SCE Local	Discipline Records	TAKS
12 Serve homeless students by providing assistance to family as appropriate to needs And in Schoolwide Program	At-risk coordinator	Upon ID	SCE Local TIA	6 weeks Grades	TAKS
13 Serve students who reside in residential placement facility or foster group home in preceding or current year	At-risk coordinator	As needed	SCE Local	Progress reports	TAKS
Evaluate SCE program programs <ul style="list-style-type: none"> Compare TAKS At-Risk & All 	Principal	May-June	SCE Local	Semester Grades	TAKS comparison

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Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
students in Reading, Math, and Writing					Local evaluation
Provide staff development <ul style="list-style-type: none"> • Get Input from staff on student/Teacher needs re. at-risk population 	Principal	August-July	Local SCE	Training calendar	Certificates for training
Encourage Parent Involvement <ul style="list-style-type: none"> • Conference with parents of at-risk • Provide opportunities for parents to participate in school activities 	SCE staff	Year round	SCE Local TIA	PI calendar	TAKS

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Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Paraprofessionals will pass PAKS (Jan. 2006 deadline) <ul style="list-style-type: none"> Paras hired after Jan. 8, 2002 will be qualified before hired 		06	Local		report
4) Provide staff development for teachers, paraprofessionals, & all staff, based on input from staff; <ul style="list-style-type: none"> Intensive, sustained, research-based 5) Attract highly qualified teachers to high needs campus	Principal	March-May	TIA, local, TIID, TIIA TIII	Staff Development Calendar	TAKS
6) Increase parent involvement	PI Coordinator	Monthly	TIA, Local	PI Events	PI Evaluation
7) Assist pre-school children to public elementary. school with visitation day for kids & parents in Kindergarten	Principal	May	TIA	Event planned On calendar	Sign-In sheet
8) Get Teachers input on academic assessments given	Principal	SB Meetings	Local	SB agendas	T Input
9) Identify ASAP students who need assistance and provide additional help(at-risk / 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 programs	Principal	August Through May	TIA, TIIA, TIID, ESL TIII, TIV, TV, GT, SCE, Sp Ed., Local	Meeting agendas	TAKS SDAA
Evaluate Parent Involvement (PI) program at SB	Principal	Spring	TIA	SB	Evaluation

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Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Meeting <ul style="list-style-type: none"> • Involve parents in the evaluation • Distribute survey 				Meeting Agenda	results
Review PI policy/developed and agreed upon by parents and copies distributed	Administrator	Summer	Local	Meeting agenda	Policy
Conduct Annual Title I Meeting <ul style="list-style-type: none"> • Inform parents of TIA program • Explain parents' rights to be involved • Revise Parent Compact in English/parents home language 	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> • Conference with parents • Hold flexible number of meetings • Use parents' home language • Inform re. state assessments & proficiency levels • Inform re. curriculum • Provide Notifications under NCLB • Send Timely notice if Teacher is not highly qualified • Inform Parents of their right to know Teachers qualifications and paraprofessionals qualifications • Provide reasonable access to staff 	Principal	August-July	TIA	Communications to parents each 6 weeks period	PI evaluation

Migrant --Non-Project District

<p>Migrant Program --Non Project District (District receives no funds)</p> <ul style="list-style-type: none"> • Identify contact to coordinate ID and recruitment of migrant students • Train MEP coordinator to ID and recruit • Survey new enrollees • Complete COEs and send to ESC • Update student list for PEIMS • Refer migrant families and students for educational and support agencies • Maintain activity log 	Administrator	August- July	Local	Activity Log	COE

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Special Programs: **Special Education**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hire and retain teachers and paras who are highly qualified/have necessary certification and endorsement	Administrator	June-Aug.	Sp. Ed.	Teachers interviewed	Personnel files
Provide research-based staff development with staff input including: <ul style="list-style-type: none"> How to modify curriculum 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 PI opportunities for parents to participate in school activities	Sp. Ed. Dr.	Aug.-May	Sp. Ed TIA	PI Calendar	Sign in sheets
Reduce % of exemptions from TAKS and other state assessments	Sp. Ed. Dr.	Fall Spring	Sp. Ed.	ARD minutes	Exemptions
Train ARD committee	Sp. Ed. Dr.	August	Sp. Ed. Local	Training scheduled	Sign in sheets
Provide training in these areas: <ul style="list-style-type: none"> Timeline for Initial Evaluation Least Restrictive Environment Related Services Timeline for re-evaluation Transition services 	Sp. Ed. teacher	Year round	Sp .Ed. Local	IEP	TAKS SDAA

Goal 2: All students will exhibit behaviors that support academic success:

Measurable Performance Objectives: Student Attendance will increase; retention rate and discipline referrals will be reduced

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Monitor student attendance with <ul style="list-style-type: none"> • Letters to parents • Certificates for outstanding attendance 	Administrator	Daily	Local	Quarterly list	End of year attendance records and certificates
Reduce retention rate by <ul style="list-style-type: none"> • Increase parent involvement with conferences, meetings, and assemblies for student recognition • Invite parents to volunteer in school • Provide re-teach sessions and tutoring • Provide summer programs 	Administrator Teachers	Daily	Local	Progress reports	End of year grades/Retention records
Use ISS as deterrent for inappropriate behavior	Principal	As needed	Local	Quarterly list of ISS students	End of year list

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Goal 3: Sudan Elementary staff including administrators, teachers, paraprofessionals and support staff will be provided technology and sustained, research-based professional development to ensure student academic success

Measurable Performance Objective: Teachers will receive a minimum of 6 hours or more of training in areas of technology, in TEKS, and in TAKS objectives

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide training in technology <ul style="list-style-type: none"> • Integration in the classroom • Integration in administration 	Administrator Site-Base Team	August – July 05	Title II, D Technology Title II, TPRR Title I, A Local	Staff Development Calendar	Training Certificates
Provide training in TEKS	Administrator SB Team	August – July 05	ESC Curriculum Contract TIII, ESL Local	Calendar for Staff Dev.	Training certificates TAKS
Provide training in TAKS	Administrator SB Team	August – July 05	ESC Curriculum contract	Calendar	Training certificates TAKS

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Goal 4: Sudan Elementary staff will develop partnerships with parent, community members, and other stakeholders, to educate students to the highest level of their academic abilities while fostering positive social, emotional, and cultural development.

Measurable Performance Objective: Parent involvement will show an increase in parent participation from previous years and parents will have many opportunities to participate in their child's education throughout the year.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide the following communications for parents in home language of parents <ul style="list-style-type: none"> Progress reports in core subjects 	Administrator	Weekly	TIA Local	Semester evaluations	PI Survey Results
Provide opportunities for parents to participate in school activities in special programs and general curriculum activities <ul style="list-style-type: none"> Regular SPIN Meetings RR Volunteer Program Parent Conferences Conference with parents of at-risk 	Administrator	Monthly	Local TIA	Parent Activities Calendar of events	PI Evaluation
Invite parents to preschool day to make transition from preschool to public K Include parents in an annual evaluation of the Parent Involvement Program <ul style="list-style-type: none"> Review PI Policy With parent input 	Administrator	Spring 05	Local	Event on activities calendar	Sign in sheet

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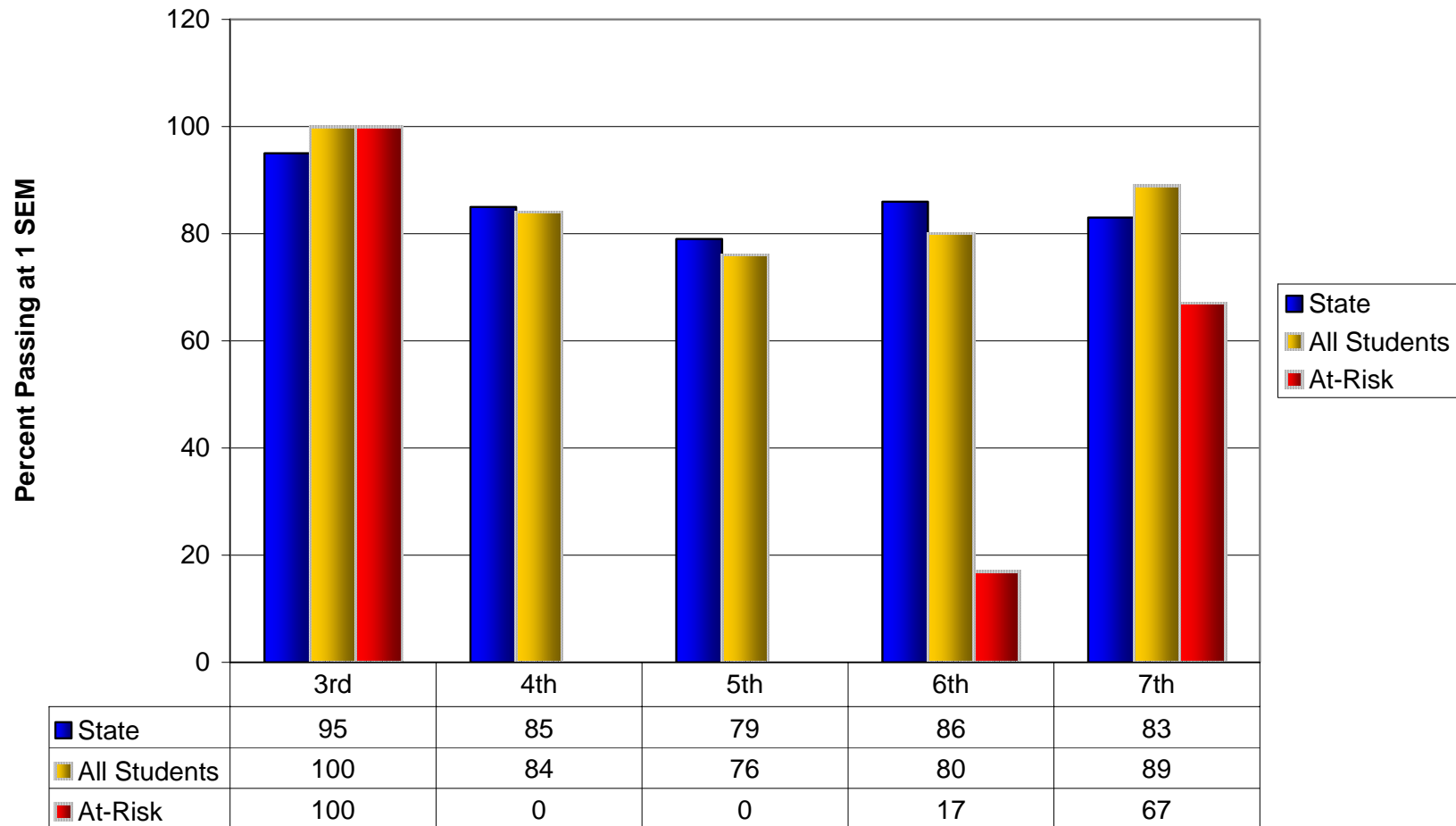
Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Revise Title I Schoolwide Compact and discuss at PI conferences	Administrator	Fall	TIA Local	Meeting minutes	Compact and signatures
Plan staff development on building partnerships with parents and have parents participate in the planning and implementation of the training for staff	Site base chair	Fall	Local	Site base minutes	Staff Development agenda
Involve parents through Planning and Decision Making Team responsibilities	Site base chair	Quarterly	Local	Site Base minutes	PI Evaluation

Comprehensive Needs Assessment

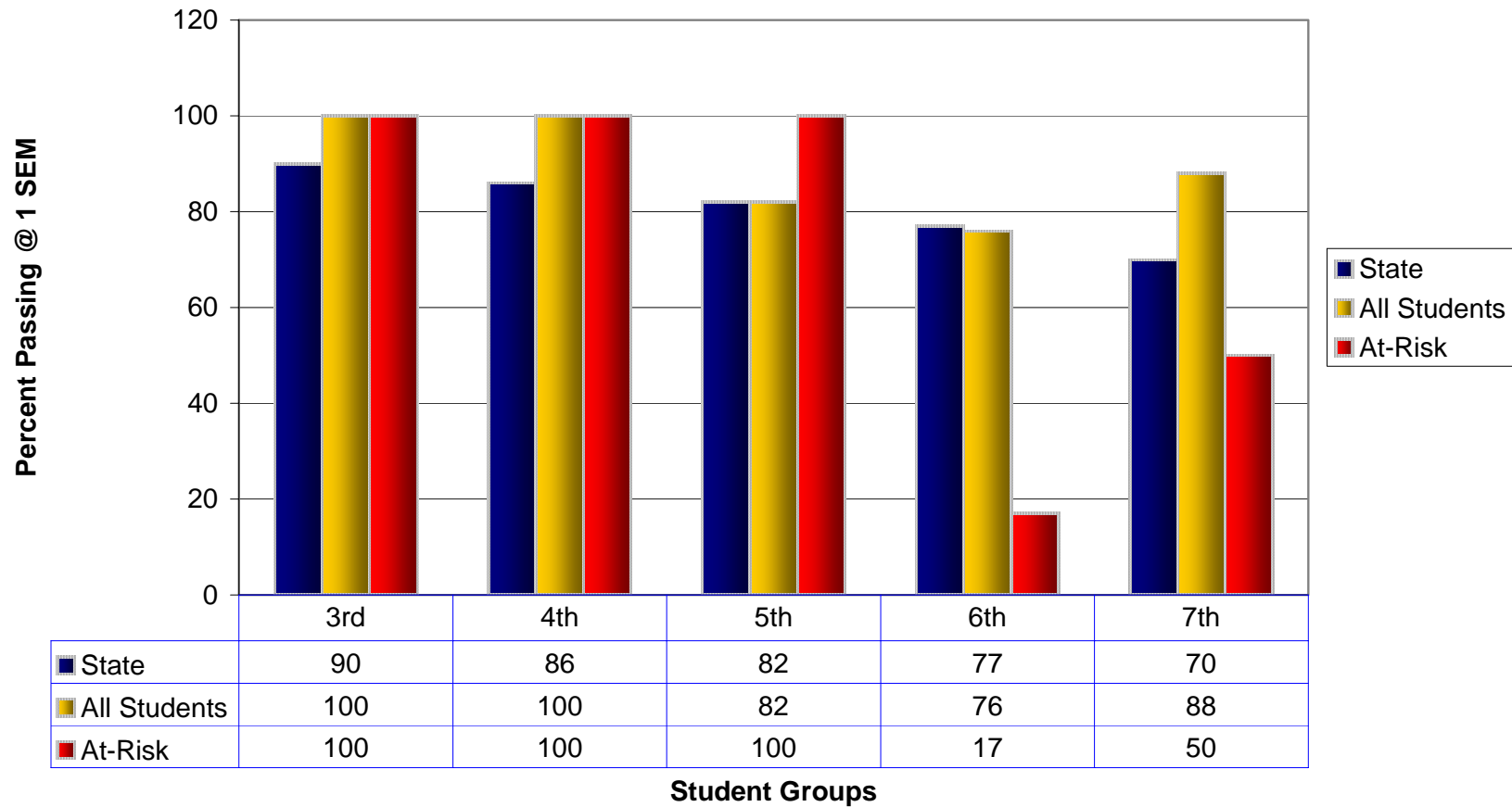
To determine campus needs, the following assessments were analyzed and scores for the student target populations were disaggregated:

- TPRI
- TAKS
- SDAA
- ITBS
- RPTE
- AYP
- Local
- Leapfrog
- Waterford

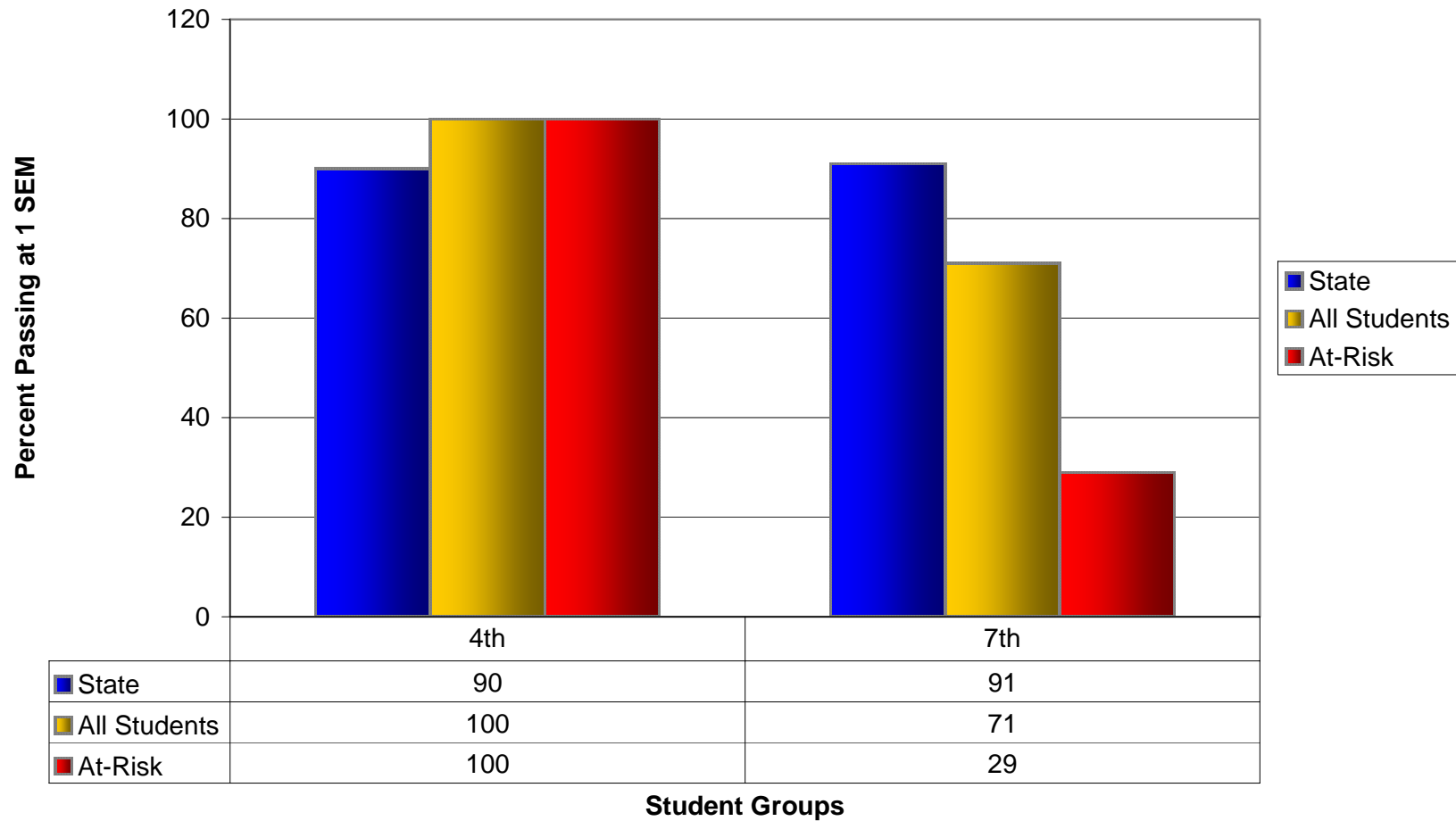
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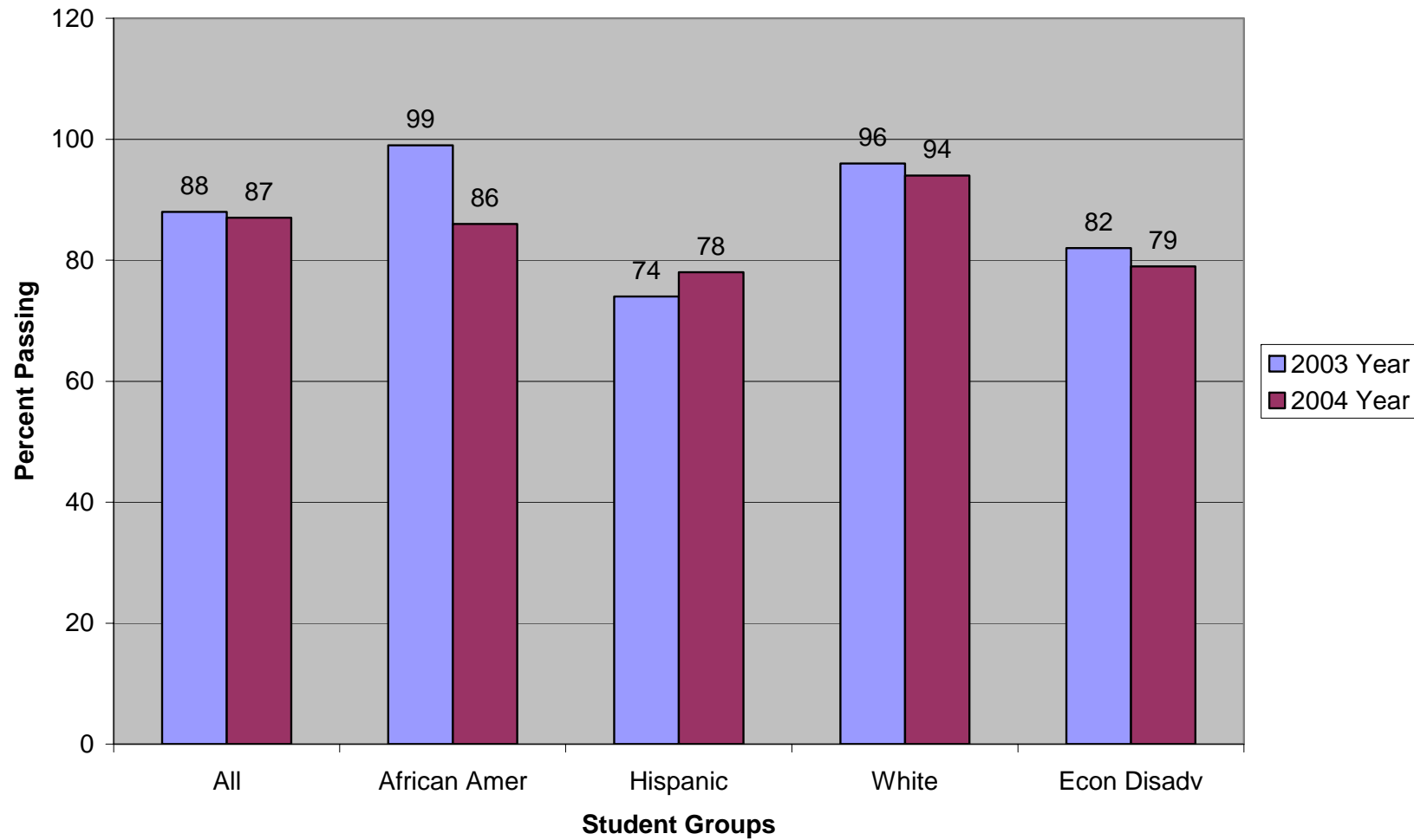
ElementaryTAKS Math 2004



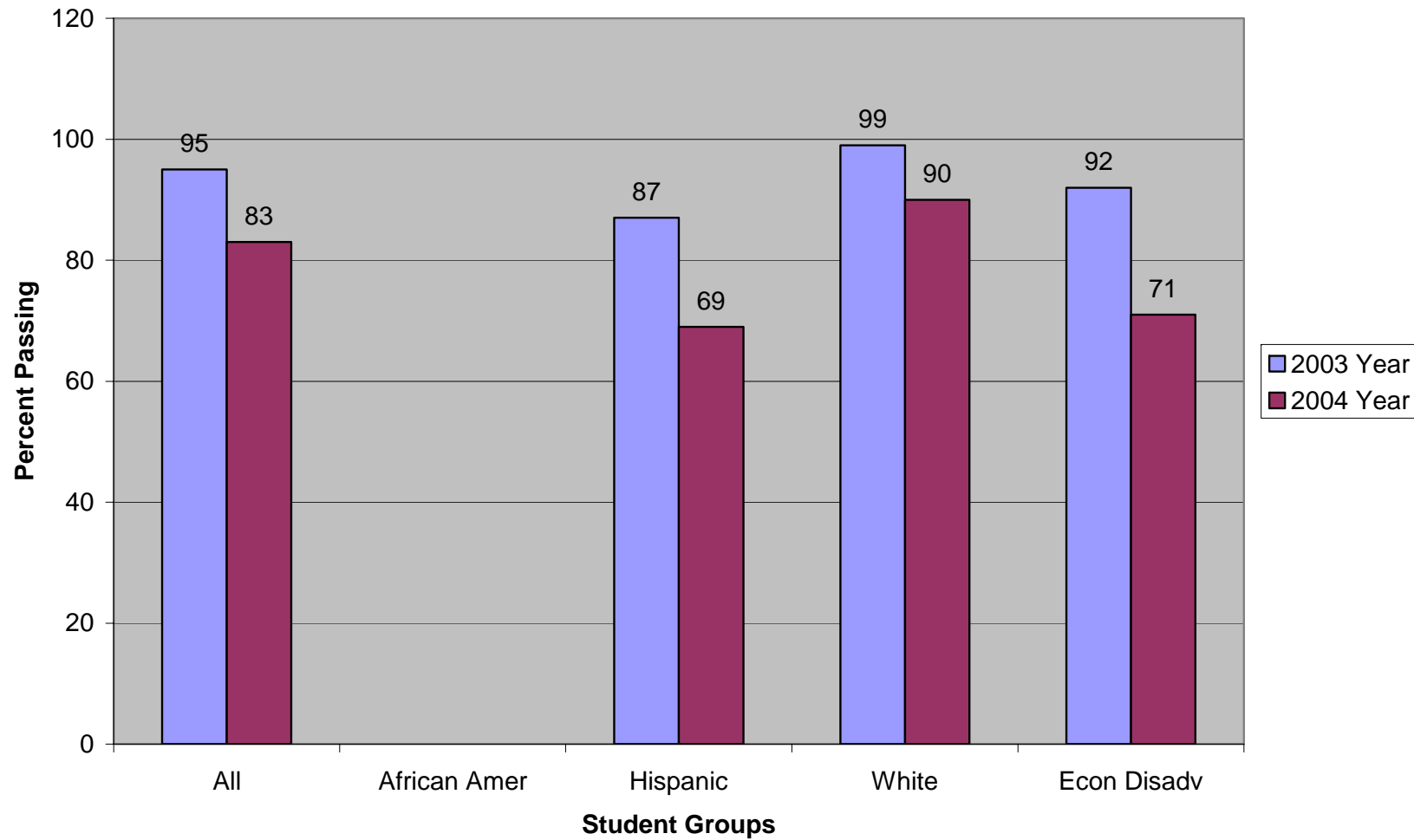
Elementary TAKS Writing 2004



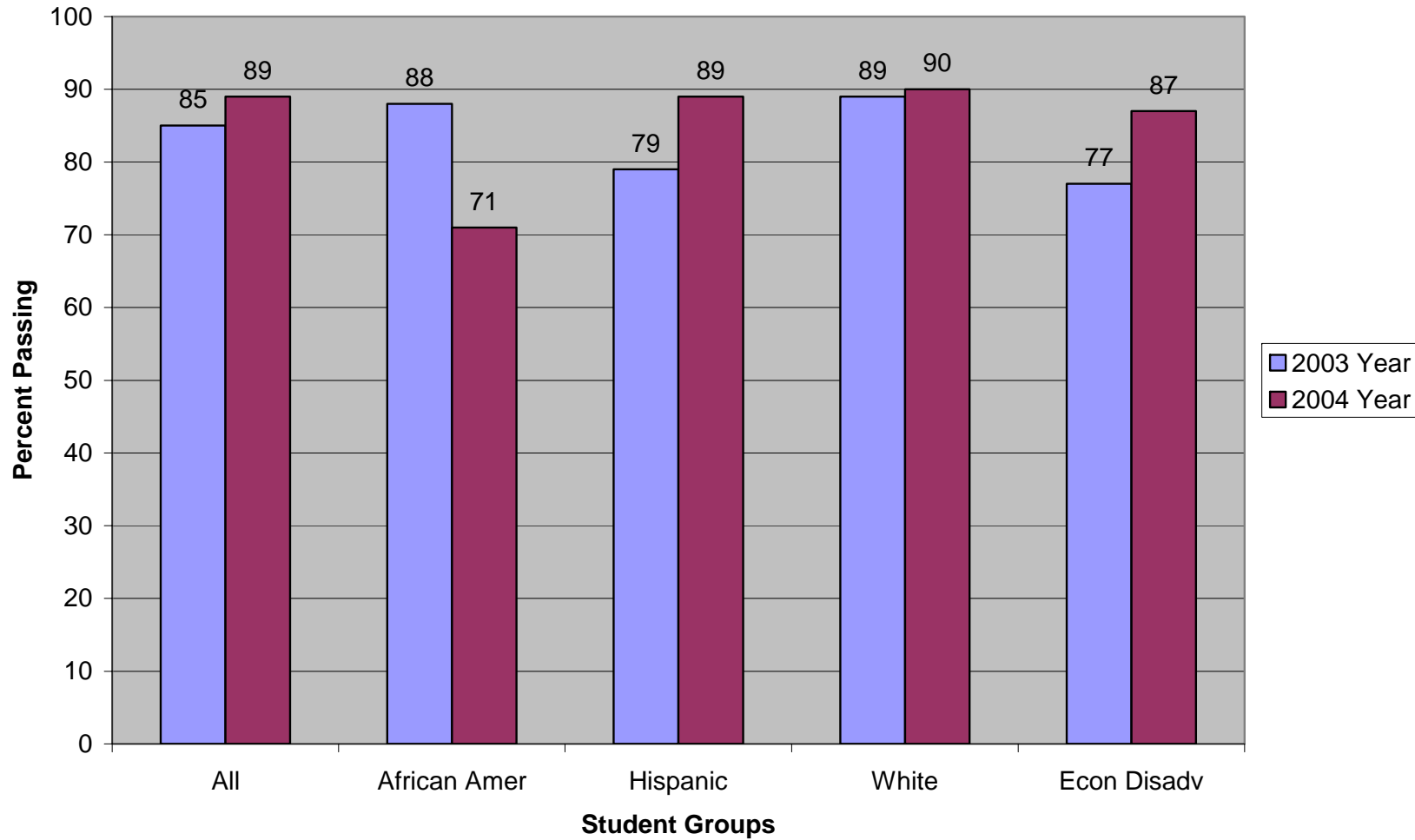
Elementary TAKS Reading



Elementary TAKS Writing



Elementary TAKS Math



Elementary TAKS Science

