

High School
Improvement Plan



2004-2005
Bryan Davis, Principal

Planning and Decision-Making
Team Members

Name	Role
Monty Edwards	Business
Patsy Fisher	Community
Patricia Castillo	Parent
Lori Davison	Parent
Scott Harrell	Teacher
Dyke Gaston	Teacher
Jonathan Robertson	Teacher
Cheri Sain	Teacher
Belinda Steinbock	Teacher
Ken Carr	Teacher
Janice Allsup	Teacher
Roy Willingham	Counselor
Bryan Davis	Chair

Sudan High School Mission Statement

It is the mission of Sudan High School, believing all children can learn, to encourage the development of effective and creative communication in both oral and written language as well as clear thinking in critical and abstract terms with the ultimate goal of nourishing responsible, confident, thoughtful citizens of the world who possess integrity and the ability to think independently. We are dedicated to the development of technology skills that will be necessary for everyone to be successful in our increasingly technological society.

Sudan High School Motto

**S.H.S.
Striving for Honor,
Determined to Succeed**

Goals and Objectives

GOAL 1: All students at Sudan High School, including the target populations, will reach or exceed the state standards for exemplary rating on the A.E.I.S. testing indicators in order to achieve lifelong success.

Objective 1: Sudan High School students will continue to pass the TAKS Math at the state standard.

Objective 2: Sudan High School students will continue to pass the TAKS Reading/ELA at state standard

Objective 3: Sudan High School students will continue to pass the TAKS Writing at the state standard

Objective 4: Sudan High School students will pass the TAKS Social Studies & Science at the State Standards

Objective 5: The number of Sudan High School seniors taking the SAT/ACT will exceed 70% and of those, 50% or more will meet or exceed the criterion score

Objective 6: Students in Special Programs will reach or exceed state standards as indicated by the A.E.I.S.

Objective 7: Sudan High School students not taking the TAKS will show improvement as determined by alternative assessments

Objective 8: All Sudan High School students will be required to take technology related courses that will enable them to be successful in today's world.

GOAL 2: All students at Sudan High School, including target populations, will demonstrate behaviors that support academic success.

Objective 1: Retention rates of all students at Sudan High School will be reduced.

Objective 2: The number of referrals to the Principal's office for discipline reasons will decrease.

Objective 3: Sudan High School will achieve and maintain a 98% or higher attendance rate for the 2004-2005 school year.

Objective 4: Sudan High School will participate in programs to improve student self-esteem and self-worth as evidenced by surveys and incident reports.

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

Objective 1: All Sudan High School teachers will receive a minimum six hours or more of staff development training in various areas of technology

Objective 2: Sudan High School teachers will participate in staff development in areas of identified needs

GOAL 4: Sudan High School will develop partnerships with parents, community members, and other district taxpayers to educate all students to the highest level of their academic abilities while fostering positive social, cultural and emotional development.

Objective 1: Sudan High School 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
Female
Male
Migrant

Special Programs
Career and Technology Education (CATE)
Dyslexia
Gifted and Talented (GT)
Special Education
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TIA)

GOAL 1: All students at Sudan High School, including the target populations, will reach or exceed the state standards for exemplary rating on the A.E.I.S. testing indicators in order to achieve lifelong success.

Objective 1: Sudan High School students will continue to pass the TAKS Math at the state standard.

Strategies/Activities	Resources	Formative Evaluation	Timeline	Staff Responsible	Summative Evaluation
Prioritize TAKS math objectives during classroom instruction and provide 8 th grade math with 3 semesters of instruction	L & M Instructional Resources. Computer Software Teacher Made Tests. Accelerated Math Local	Teacher made and Released TAKS tests for Pre and Post-tests. Student attitudes toward learning math.	January through March Testing Date. Year round	Math teachers	Released TAKS tests. TAKS
Teachers and Students will be provided test-taking strategy training.	Local Curriculum Contract Title II, TPTR	Teacher observation Pre test TAKS	Two weeks prior to TAKS test	Core subject teachers	TAKS SDAA
Provide Review Classes for students not mastering TAKS objectives	Local	Teacher observations and tests	March until TAKS	Math teachers	TAKS SDAA

GOAL 1: All students at Sudan High School, including the target populations, will reach or exceed the state standards for exemplary rating on the A.E.I.S. testing indicators in order to achieve lifelong success.

Objective 2: Sudan High School students will continue to pass the TAKS Reading/ELA at state standard

Strategies/Activities	Resources	Formative Evaluation	Timeline	Staff Responsible	Summative Evaluation
Implement Book and Brain strategies	Local	Released TAKS tests Teacher observations.	August -April 2005	ELA teachers	TAKS SDAA
Prioritize TAKS reading objectives during classroom instruction	Local	Teacher made and Released TAKS tests for Pre and Post- tests.	January through March Testing Date.	ELA teachers	Released TAKS tests.
Train Teachers to provide test-taking strategies	Title I & II TPTR	Teacher observation Pre test TAKS	Two weeks prior to TAKS test	Administrator	TAKS SDAA LDAA
Provide reviews with release TAKS tests and study guides for TAKS	Local	Teacher tests	August – April	ELA teachers	TAKS SDAA

GOAL 1: All students at Sudan High School, including the target population, will reach or exceed the state standards for exemplary rating on the A.E.I.S. testing indicators in order to achieve lifelong success.

Objective 3: Sudan High School students will continue to pass the TAKS writing at state standard

Strategies/Activities	Resources	Formative Evaluation	Timeline	Staff Responsible	Summative Evaluation
Prioritize TAKS writing objectives during classroom instruction	Local TIA	Teacher made and Released TAKS tests for Pre and Posttests.	August through March Testing Date.	ELA teachers Core subject teachers	Released TAKS tests.
Emphasize the development of writing skills in all classes using TAKS study guides	TAKS writing material Local	Use of writing exercises in all classes.	August - May	Entire faculty	TAKS Writing exams LDAA SDAA
Provide reviews with release tests	Local	Open ended questions and teacher made tests	August – March	ELA teachers	TAKS

GOAL 1: All students at Sudan High School, including the target populations, will reach or exceed the state standards for exemplary rating on the A.E.I.S. testing indicators in order to achieve lifelong success.

Objective 4: Sudan High School students will pass the TAKS Social Studies & Science at the State Standards

Strategies/Activities	Resources	Formative Evaluation	Timeline/Start	Staff Responsible	Summative Evaluation
Prioritize TAKS social studies objectives during classroom instruction	Interact instructional resources Computer software Teacher-made tests	Teacher made and Released field tests	Augusts through March Testing Date.	Social Studies teachers Core subject teachers	Released TAKS
Provide students and Teachers with training in test-taking strategies	TIA TII TPTR Curriculum Contract Region 17 ESC Local	T Observation Pre and post tests	6 weeks prior to TAKS test	Administrator	TAKS SDAA
Prioritize TAKS science objectives during classroom instruction	Local	Pre-post tests T observation	Spring Break to TAKS	Science teachers and core subject teachers	TAKS

GOAL 1: All students at Sudan High School including the target populations will reach or exceed the state standards for exemplary rating on the A.E.I.S. testing indicators in order to achieve lifelong success

Objective 5: The number of Sudan High School seniors taking the SAT/ACT will exceed 70% and of those, 50% or more will meet or exceed the criterion score

Strategies/Activities	Resources	Formative Evaluation	Timeline	Staff Responsible	Summative Evaluation
Target the February and December ACT/SAT test date for student participation	Local	Number of students signing up for December/February date.	November 2004 through test date	Counselor Administrator	Number of students taking the ACT/SAT in December/February
Provide students with intense preparation prior exams	Local	Observation of students	November, 2004	Mr. Robertson Counselor	Improvements in overall ACT scores.
Investigate successful ACT/SAT programs	Teacher Travel Local	Teacher observation	August-May	ELA teachers	Implementation of a successful plan.
Utilize computer software during class time. 11 th and 12 th grades	ACT/SAT prep software Local	Computer software assessment.	August – December test date.	ELA teachers	ACT/SAT scores
Provide ITV Lab for ACT preparation time	Released tests ACT/SAT booklets	Teacher observation. Student attendance. Released tests.	One-two weeks prior to targeted test dates.	Fact Consort Administrator Counselor	ACT/SAT scores
Made Practice tests available	Practice Tests	Practice test scores.	August-May.	Counselor	ACT/SAT scores

GOAL 1: All students at Sudan High School, including the target populations, will reach or exceed the state standards for exemplary rating on the A.E.I.S. testing indicators in order to achieve lifelong success.

Objective 6: Students in Special Programs will reach or exceed state standards as indicated by the A.E.I.S.

Career and Technology Education (CATE)

Strategies	Resources	Formative	Timeline	Person Responsible	Summative
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 	Local	Data analysis	Fall	CATE staff	Dropout rate PBM
Provide vocational & technical education programs to all eligible students	CATE funds	Students choice cards	August	School Board administration	Courses schedules
Conduct comprehensive needs assessment & program evaluation to determine effectiveness of CATE programs	CATE funds Surveys	Data disaggregated	May	CATE staff	Annual evaluation of program, individual and collective reports
Local advisory council reviews and updates objectives to ensure relevance to business/industry	CATE funds Perkins funds	Mid-year review	Fall Spring	CATE staff	Annual program review and update
Integrate CATE & academic programs	TECH prep	Meeting records Written plan to integrate	On-going	CATE staff	Annual evaluation for CATE

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2004-2005

Strategies	Resources	Formative	Timeline	Person Responsible	Summative
Encourage students to pursue coherent sequence of courses	Perkins,	Choice cards	Spring	Counselor	Courses scheduled
Give students 4 year plan showing coherent sequence	Perkins	Mid-year review of students plans	Spring	Counselor	Strategies developed
Provide CATE courses	CATE	List of courses offered	August	School Board	Number of students with 4 – year plans on file
Recruit & retain qualified teachers including minorities	CATE, Local	Positions posted	Spring Summer	Board	Fully certified staff
Provide research-based staff development/input from staff	Perkins Local	Staff development registrations	School year	Administrator	Attendance certificates
Send information to parents in home language	Local	List of translators	August-May	Administrator	Copies of home communications
Provide activities for parents to participate in school activities	Local	Calendar of events	Year-round	Administrator	Parent sign-in sheets
Provide programs that help students receive license/certifications	Local	Course offerings	Year-round	School Board	Students earning licenses/certifications
Provide career awareness courses	Local	Schedule of programs	Spring	Administrator	List of participating students
Provide transition activities for middle school to high school to work/past-secondary education	Local	Agenda	Spring	Administrator	List of senior students participating

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Dyslexia

Strategies/Activities	Resources	Formative Evaluation	Timeline	Staff Responsible	Summative Evaluation
Identify students with dyslexia/related disorder & provide services	Local SCE	Staff training record	August/January	Administrator	List of identified students
Provide Herman Method program	Program materials	Written procedures	August	Administrator	TAKS
Align SBOE procedures and district/campus procedures annually	Local	Draft of written procedures	August	Administrator	Adopted written procedures
Provide services for students who may be eligible under Sect. 504 (Wilson Reading Program)	Local	List of identified students	Daily	504 Chair	List of students service
Provide research-based staff development using individualized multi-sensory and phonetic methods & input from staff	Local	Schedule of training	Summer	Administrator	Attendance certificates
Provide services at students' campus	Local	Class schedules	Daily	Administrator	List of students
Monitor student progress	Local	Report card grades	Six Weeks	Dyslexia teacher	Skill mastery
Ensure teachers have proper qualifications	Local, ESC training	List of teachers providing services	Spring/Summer	Administrator	Teaching certificates
Conduct comprehensive needs assessment	Local, s	CNA	Annual	Administrator	Disaggregated data
Provide activities for parents	Local	School calendar	Year-round	Administrator	Parent Sign- In

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English as a Second Language (ESL)

Strategies/Activities	Resources	Formative Evaluation	Timeline	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 	Counselor	Fall	Local	Analysis of data	PBM
ESL students will participate in programs designed to enable them to reach or exceed state standards.	Local ESL	6 weeks grades	Quarterly	ESL Staff	TAKS RPTE
Identify & provide LEP students a program that develops proficiency in comprehension, speaking, reading, & composition of English	ESL funds Local	Home Language Survey List of ESL students	Upon student enrollment	ESL teachers	RPTE TAKS
Conduct comprehensive needs assessment of ESL students	TAKS, RPTE LPAC records	Disaggregated scores	September &/or May	Administrator	Written annual ESL evaluation

ESL, Continued

Strategies	Resources	Formative	Timeline	Person Responsible	Summative
Reduce number of parent denials for program	Local	Program list compared to LEP list	Year round	Special Education teacher ESL Staff	List of parental denials
Provide staff development research-Based with staff input	ESL ,Title III SSA, SCE	Workshop Registration forms	August – July 2005	Administrator	TAKS scores RPTE
Ensure ESL students are not over-represented in Sp. Ed/under-represented in GT	Staff	List of identified and recommended students for programs	Fall – Spring	LPAC, ESL teachers, GT teachers	PAS
Send home information to parents in home language.	Software program Local	Communication s to parents.	August – May 2005	Administrator	Copies of parents communications
Provide parent activities	ESL teachers	School calendar of events	School Year	ESL teachers	Parent sign in sheet
Recruit/retain highly qualified ELS staff including minorities	Local	Positions posted	August – May 2005	Site-base committee	Teachers credentials HQ Report

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Gifted and Talented

Strategy	Resources	Formative	Timeline	Person Responsible	Summative
Update policy to include provisions for furloughs, reassessment, exit from program, transfer student, appeals	Local	Agenda, Sign-in sheets	May - August	Administrator	Written policy updated
Nominate students/focus on ESL, low socio-economic, migrant, and minority	GT Committee	Training	August - May	Counselor	List of student nominations
Provide advanced, challenging curriculum	GT funds Local	Lesson Plans	August - May	GT Staff	TAKS SAT/ACT
Use native language and non-verbal assessments to ensure equity when applicable	Local GT	List of students to be tested	Fall, Spring	GT Selection Committee	List of students language other than English where non-verbal tests were used
Use 3 criteria (minimum) that include qualitative and quantitative measures in general intellectual ability &/Or specific academic fields	GT Local	Schedule of meetings	Spring	GT Selection committee	3 criteria in place

GT, Continued

Strategies	Resources	Formative	Timeline	Person Responsible	Summative
Train GT Selection Committee in awareness of ethnic distribution <ul style="list-style-type: none"> • Provide individualized strategies for taking AP test 	Local	Training scheduled	Fall	ESC 17	Training certificates
Provide opportunities for staff to obtain 30 hours GT training	Local GT	Training schedule	Fall, Spring Summer	Administrator	Training certificates
Revise/update curriculum framework & show depth/complexity including 4 core academic areas.	Local	Notes, minutes from meetings	Fall, Spring Summer	GT Teachers	GT curriculum
Survey staff to determine staff development needs	Local	Survey	Spring	Administrator	Survey summary
Have students work as a group, with students, and independently	Local	Lesson Plans	Weekly	GT Teachers	Student surveys
Conduct annual evaluation , include surveys of families, students, program staff, and other staff	Local	Survey	April	GT Teachers	Survey summary
Hire and retain teachers with certifications	Local	List of teachers with GT students	August -	Administrator Site-base team	Certificates of teachers
Provide parent involvement activities	Local	Parent Involvement calendar	Fall – Spring	GT Committee	Parent sign-in sheets

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State Compensatory Education (SCE)

Strategy	Resource	Formative	Timeline	Person Responsible	Summative
Sudan High School will coordinate SCE and Title I funds on the Schoolwide Campus with 40% or more low income to serve at-risk students. Summary totals are \$87,850 and .0.5 FTEs					
SCE funds coordinated on Schoolwide Campus with 40% or more low income to serve at-risk students	SCE \$87,850 FTEs 0.5	Progress Reports Teacher observation	August - July	Administrator	TAKS
Address the drop-out rate and improve student performance for at-risk students	SCE	Attendance and six weeks grades	August - May	Administrator	Drop-Out Rate
Develop policy to identify, enter, and exit students from program	SCE	Meeting agenda, minutes	September	Administrator	Policy
Identify students meeting state criteria	SCE	List of students	Upon enrollment all during the year	Administrator	List of students in PEIMS
Give teachers current list of at-risk student	SCE	List in teachers possessions	Fall, Spring	Counselor	List of students
Conduct comprehensive needs assessment including TAKS, drop-out rate, RPTE	SCE	C N A results	Upon enrollment	Counselor	TAKS RPTE Drop-out rate

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Strategy	Resource	Formative	Timeline	Person Responsible	Summative
8-12 th graders who fail 2 or more subjects will be served by tutorials	SCE	Report card grades	Year-round	Counselor	End of year grades in all subjects
Provide small class instruction for students needing math acceleration	SCE Local	6 Weeks grades	August – May	Math teachers	TAKS
Students will receive instruction and counseling in pregnancy prevention with abstinence being the primary focus.	WIC. CPS. Lamb County Extension Service.	Teacher/Administrator observation	August – May 2005	Counselor	PRS Report
Provide students with alternative education program to meet needs of students	SCE Local	6 weeks grades	August – July	Administrator	TAKS Completion rate
Develop plan to assist and encourage pregnant students to stay in school and to provide regularly scheduled counseling.	Homebound Instruction Counseling Transportation to health care facility Local funds.	Percent of pregnant students remaining enrolled in school.	August – September	Counselor	Percent of student-parents who graduate.
Serve LEP students by small class size and one-on-one assistance	SCE ESL Local	Progress reports LPAC minutes	Year-round	ESL teachers	RPTE TAKS
Offer Vocational and Tech-Prep courses to maintain the interest of at-risk students.	Local programs.	Enrollment of students in Vocational and Tech Prep programs.	August – May	Administrator Counselor Vocational Teachers	AEIS dropout report

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2004-2005

Strategy	Resource	Formative	Timeline	Person Responsible	Summative
High self-esteem will be promoted.	Character Counts program, TIV SSA	Grades	August – May 2005	Administrator Counselor	AEIS dropout report
Provide program for students in AEP, expelled, on parole, probation and previous drop-outs wit	SCE	Disciplinary records Report card grades	Year-round	Administrator	Completion Rate
Evaluate at-risk students by comparing TAKS and Completion rates of at-risk and all other students	SCE	Disaggregated TAKS data	Upon receipt of TEA data	Administrator	Evaluation of SCE
Provide research-based staff development for at-risk strategies wit input from staff	SCE	Calendar of training	Fall, Spring	Administrator	Sign in Sheets

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Objective 6: Students in Special Programs will reach or exceed state standards as indicated by the A.E.I.S.

Special Education

Strategies	Resources	Formative	Timeline	Person Responsible	Summative
Provide parent involvement activities for parents including conferences and school activities	Special Ed.	Calendar of activities and conference reports	Year round	Administrator	PI Evaluation
Hire & retain teachers/paraprofessionals with proper certifications/endorsements required	Special Ed	Review of personnel files	August	Special Ed. Dr.	Personnel Files
Provide research-based staff development with input from staff	Special Ed	Staff development calendar	Fall, Spring, Summer	Special Ed. Dr.	Training Certificates
Ensure all students with disabilities have access to general curriculum	Special Ed	ARD/IEP	Year Round	Special Ed. Dr. and teachers	IEPs
Provide training regarding modification in curriculum	Special Ed Local	Staff development calendar	August	Special Ed. Dr.	Training certificates
Provide parent involvement opportunities	Special Ed teachers/ Resources	Parent involvement activity calendar	Year round	Counselor	PI Evaluation
Phase in the reduction % of special	Special Ed	DAS	Fall	ARD	

Sudan High School Improvement Plan

2004-2005

Strategies	Resources	Formative	Timeline	Person Responsible	Summative
ed exemptions from state assessments (TAKS, RPTE, SDAA)			Spring	committee	
Conduct comprehensive needs assessment to determine needs	Time to disaggregate data on students	Disaggregated data made available to staff	May	Special Ed teachers	
Provide training on CAP/AIM areas of need	Special Ed Staff	Agenda for training	Spring	Special Ed. Dr	
Special Education students will receive individualized TAKS math, science, and social studies instructional strategies.	Released TAKS Math tests.	IEP, posttest, teacher observations, and ongoing repetitive tutorials.	August – May 2005	Special Education teacher	TAKS or released TAKS tests. SDAA tests.
Special Education students will receive individualized TAKS reading instructional strategies.	Book and Brain Released TAKS material.	IEP/post test scores, Teacher observation	August – May 2005	Special Education teacher	TAKS or released TAKS test SDAA tests.

Special Education, Continued

Strategies	Resources	Formative	Timeline	Person Responsible	Summative
A systematic process for pre-referral will be established and consistently utilized.	Referral packet Diagnostician	Special Ed. Referral forms	Within 30 days of referral dates.	Special Ed. Diagnostician	Referral packet checklist.
All placement decisions will include an annual determination of LRE	Class work assessment TAKS results IEP objectives Brigance information Surveys of parents and staff.	Assessment data	As needed for review, evaluation, assessment, scheduling, etc.	Special Ed. Diagnostician Special Education teacher Administrator	ARD Records
Base related services on individual student's needs and document in folders	Speech Therapy Psychologist Occupational Therapist	Varies with student	When needed	Special Education Cooperative.	ARD meeting minutes. Student folders documentation
A statement of transition service will be in all students IEPs by age 14.	Formal questionnaire from Special Ed. Coop. Informal individual conferences	Questionnaire from Coop	Annually, through grades 12 in the Spring.	Special Ed. Coop. Special Education teacher	ARD minutes.
Determine district Special Education overall risk level based on data elements	Special Ed. Director	Fall	Sp. Ed. Local	Analysis	PBM Risk Levels

Strategies	Resources	Formative	Timeline	Person Responsible	Summative
<p>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 • LEP students in Special Ed. identified with Speech or Language Impairment (SLI) 					

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Objective 6: Students in Special Programs will reach or exceed state standards as indicated by the A.E.I.S.

Title I, Part A: Schoolwide Program (TIA)

Strategies	Resources	Formative	Timeline	Staff Responsible	Summative
Incorporate the ten components of a Schoolwide Program: 1. Conduct a comprehensive needs assessment for all students	Title I	Disaggregated data: TAKS, AEIS data, RPTE, SDAA, , Completion Rate SAT/ACT	Fall	Administrator	CIP with comprehensive needs assessment and strategies to meet needs
2. Plan and implement reform strategies to address needs	Title I, Part A ESL, SCE, Local, Title III	Lesson plans	Daily	Administrator	TAKS Completion Rate RPTE scores Alternative assessments
3 Provide instruction by highly qualified staff and especially for high needs schools	Title I Title II, TPTR Title II, Technology Title III, BE/ESL SSA Local	Personnel records New hires	Year-round as applicable	Administrator Site-base team	Personnel records
4. Provide research-based staff	Title I, Part A Title II, Part A	Staff development	Year-round	Administrator	Sign-in sheets and training

Strategies	Resources	Formative	Timeline	Staff Responsible	Summative
development that is intensive, sustained for teachers and paraprofessionals	Title III SSA Local	calendar			agendas
5 Use strategies to attract highly qualified teachers	Title I Local	Calendar of parent involvement activities	Year-round	Administrator	Sign-in sheets and planning agendas
6 Plan/implement parent involvement activities aimed at increasing parents involvement especially for parents difficult to involve:	Title I	Meeting agenda	Fall	Administrator	Sign-in sheet Meeting agenda and minutes
7 Provide Transition from Elementary to HS; and from HS to work/post secondary	Title I	Meeting agendas	Spring	Administrator	Sign in Sheets
8. Use site-base team and staff meetings to get teachers input on use of alternative assessments	Title I	Agenda of meeting	May – August	Site-base team	Staff development calendar
10. Coordinate and integrate federal/state, local programs	Title I Title II Title III Title IV Title V ESL,	Meeting agendas	Weekly	Administrator	Sign-in Sheets and minutes of meetings

Strategies	Resources	Formative	Timeline	Staff Responsible	Summative
	Special Education GT CATE SCE, Local				
Provide Parent Activities <ul style="list-style-type: none"> • Include Campus Policy which follows state requirements 	Title I Local	Policy Meeting agenda	Spring	Administrator	Policy
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
Adopt a School-Parent Compact yearly with parents input and signature	Local	Meeting agenda	Fall	Administrator	Compacts
Provide Staff Development for Parent Involvement	Local Spin Meetings Title I	Meeting agenda	Fall	Administrator	Sign in sheets at staff development

Strategies	Resources	Formative	Timeline	Staff Responsible	Summative
Parent Notifications include: <ul style="list-style-type: none"> • Qualification of Teacher upon parents request • Students achievement Level • Notice if teacher is not highly qualified and teaching 4 consecutive weeks • Notice if taught by teacher for 4 consecutive weeks who is not highly qualified 	Local Title I	Letters to parents	August - May	Administrator	Notifications on file Parent Evaluation
Serve Homeless students	Title I,	List of homeless	Year-round	Counselor	List of homeless

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Objective 7: Sudan High School students taking alternative assessments will show improvement as determined by alternative assessment measures.

Strategies/Activities	Resources	Formative Evaluation	Timeline/Start	Staff Responsible	Summative Evaluation
TAKS exempt ESL students will show academic improvement	Released TAKS test. Local	Released TAKS	August – May 2005	Anetta Gaasch	Released TAKS tests. RPTE
TAKS exempt Special Ed students will show academic improvement	Brigance assessment Released TAKS Special Ed. Local	Released TAKS Class Works Birgance	August – May 2005	Special Education teacher	Released TAKS tests. SDAA
12 th grade students will use the 3 days when 9 th and 10 th graders are testing to prepare for the ACT/SAT	ACT/SAT prep material Local	Development of plan to prepare students during the 3 TAKS testing days.	January 2005	All faculty members	Completion of ACT/SAT prep.

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Objective 8: All Sudan High School students will be required to take technology related courses that will enable them to be successful in today's world.

Strategies/Activities	Resources	Formative Evaluation	Timeline/Start	Staff Responsible	Summative Evaluation
All 8 th grade students will be required to take word processing.	Computer Labs and teacher, (Presently available.)	Student schedules.	August 2004	Counselor Administrator	Student schedules
All students will be required to take at least one technology applications course before they graduate.	Computer Labs and certified teachers. (Presently available) \$2004 to upgrade aging machines in secondary computer lab.	Student 4-year plans. Student transcripts.	August 2004	Counselor Administrator	Student transcripts.

GOAL 2: All students at Sudan High School including the target populations will demonstrate behaviors that support academic success.

Objective 1: Retention rates of all students at Sudan High School will be reduced.

Strategies/Activities	Resources	Formative Evaluation	Timeline/Start	Staff Responsible	Summative Evaluation
Daily times are established for tutoring, re-teaching, peer tutoring, and enrichment.	Teacher time. Computers and software.	Attendance of students in tutoring sessions.	August – May 2005	Entire faculty Administrator Counselor	Retention rate as reported on the Administrator’s annual report.
Summer School will be made available to all students.	Pep Summer school, Transportation, Bus driver,	Pep summer school enrollment.	June – July 2005	Administrator Counselor	Retention rate as reported on the Administrator’s annual report

Objective 2: The number of referrals to the Principal’s office for discipline reasons will decrease

Strategies/Activities	Resources	Formative Evaluation	Timeline/Start	Staff Responsible	Summative Evaluation
Character Counts program will be continued.	ESC 17.	Detention reports.	August – May 2005	Counselor ESC 17 TIV SSA	Administrator’s yearly discipline report.

GOAL 2: All students at Sudan High School including the target populations will demonstrate behaviors that support academic success.

Objective 3: Sudan High School will achieve and maintain a 98% or higher attendance rate for the 2004-2005 year.

Strategies/Activities	Resources	Formative Evaluation	Timeline	Staff Responsible	Summative Evaluation
Letters will be sent home to parents of students with excessive absences.	Envelopes and postage. Local	Six-week attendance reports.	August – May 2005	Administrator	Administrator's annual attendance report.
Perfect attendance will be rewarded.	Six-week /attendance awards.	Six-week attendance reports.	August – May 2005	Administrator	Administrator's report.

Objective 4: Sudan High School will participate in programs targeted at improving student self-esteem and self-worth

Strategies/Activities	Resources	Formative Evaluation	Timeline	Staff Responsible	Summative Evaluation
Students will be provided activities that promote a safe and drug free school.	Lamb County Extension Local	Observations. Reduced referrals.	August – May 2005	Counselor	Annual report on. School Survey
Suicide prevention/conflict resolution training will be provided for all students.	National Speakers Refusal Skill Training Character Counts	Crisis referrals.	August – May 2005	Counselor	Crisis referrals Surveys.
Participate in Peer Mediation training	TIV SSA	Observations.	Fall 2004	Counselor	Report

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

Objective 1: All Sudan High School teachers will receive a minimum 6 hours or more of staff development training in various areas of technology during the 2004-2005 school year.

Strategies/Activities	Resources	Formative Evaluation	Timeline/Start	Staff Responsible	Summative Evaluation
Provide staff development training in various technology programs.	TII tech TIF & TIE Local	Number of staff development hours	June – May 2005	Administrator	School calendar, Sign-in sheets.

Objective 2: Sudan High School teachers will participate in staff development in the following areas.

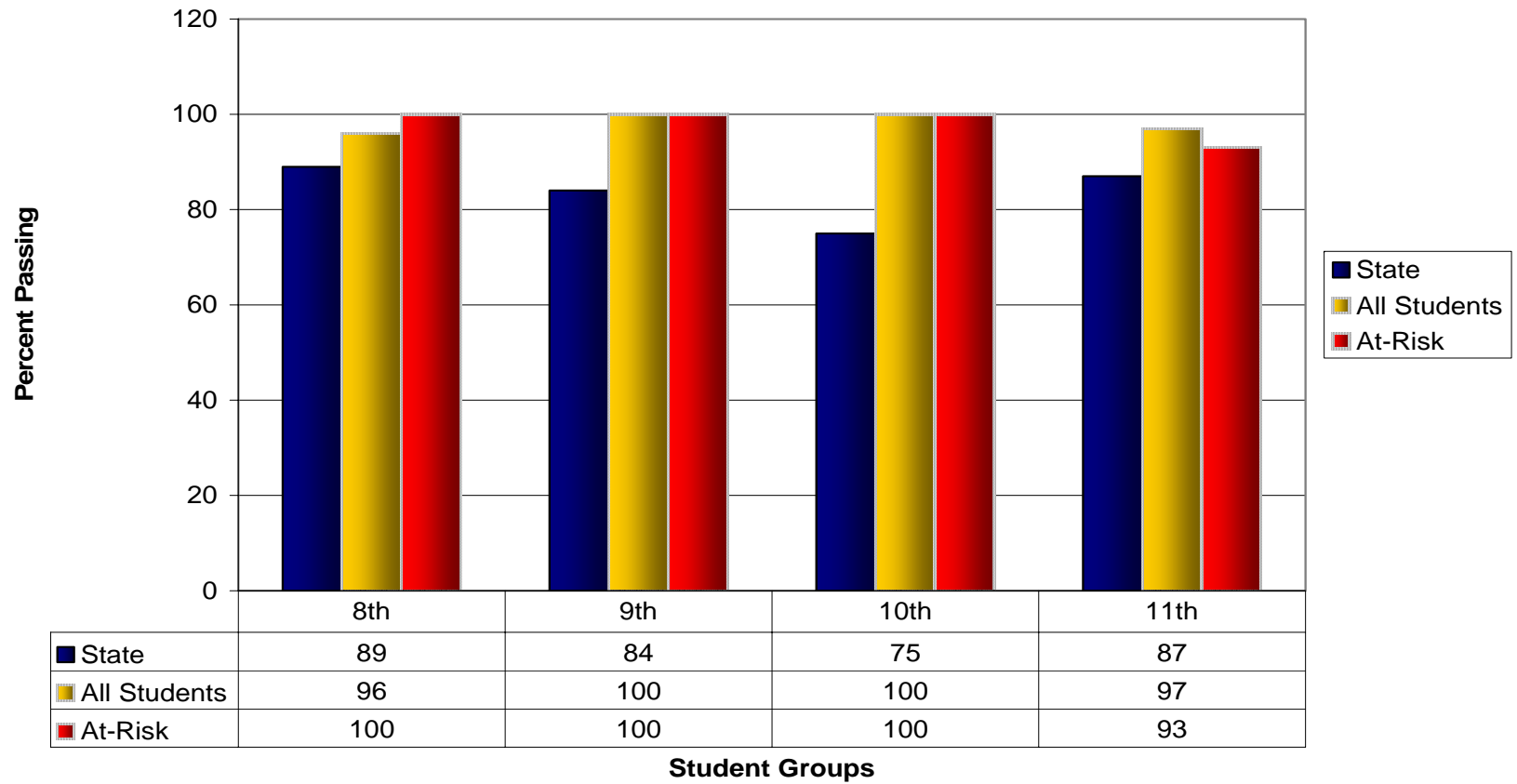
Strategies/Activities	Resources	Formative Evaluation	Timeline/Start	Staff Responsible	Summative Evaluation
Provide training in TEKS implementation and curriculum alignment.	ESC 17 staff; TEKS for Leaders II and II.	Curriculum Guides	August 1998 – May 2005	Counselor	Curriculum guides.
Provide training in Conflict Resolution	ESC 17,	Agendas	June – May 2005	Counselor	Staff development sign-in sheets.
Coordination and Integration of Special programs.	Administrator	Agendas	June – May 2005	Administrator	Teacher sign-in sheets.
Provide Math and Science Workshops	Title II TPTR Curriculum contract	Teachers in training sessions	August – May 2005	Administrator	Math/Science teacher attendance

GOAL 4: Sudan High School will develop partnerships with parents, community members, and other district taxpayers to educate all students to the highest level of their academic abilities while fostering positive social, cultural and emotional development.

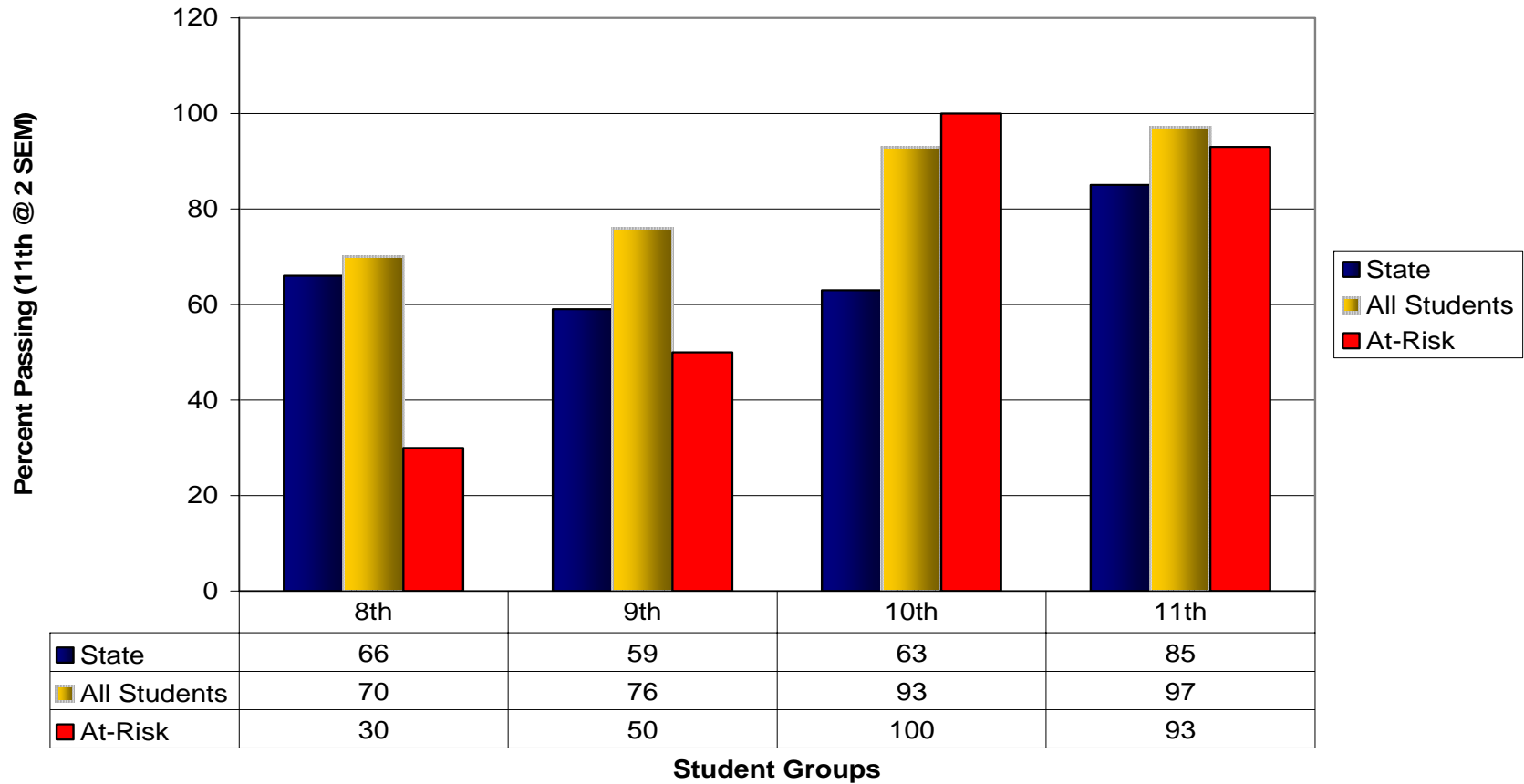
Objective 1: Sudan High School will involve all parents in their children’s education as measured by documented contacts.

Strategies/Activities	Resources	Formative Evaluation	Timeline/Start	Staff Responsible	Summative Evaluation
Hold School Parent Information Network, (SPIN) meetings	Local funding.	SPIN meeting agendas and attendance.	August – May 2005	Administrator	SPIN agendas and sign in sheets.
Schedule Parent/teacher conferences for identified at-risk students	Counselor,	Scheduling of conferences	September – June 2005	Administrator	Parent/Teacher conference records.
Mail Parent newsletters to all parents regularly	Local	Three week mailings	August – May 2005	Counselor.	Copies of newsletters.
Notify all parents and community members of the opportunity to attend the annual school assessment meeting	AEIS report card	Scheduling of assessment meeting. Newspaper article	April 2005	Superintendent	Meeting Agenda.
Survey parents annually to determine satisfaction with school programs, climate, and planning	Parent Surveys.	Returned surveys.	January 2005	Administrator Site-Based Committee.	Aggregated results of completed surveys.

H.S. TAKS Reading/ELA 2004
at 1 SEM



**High School TAKS Math 2004
at 1 SEM**



High School Completion Rate 04

