

Sudan High School
Campus Improvement Plan

Scott Harrell, Principal



Planning and Decision Making Team

NAME	ROLE
Monty Edwards	Business
Patsy Fisher	Community
Mary Montes	Parent
Vickie Jurado	Parent
Patrick Odom	Teacher
Jana Synatschk	Teacher
Jonathan Robertson	Teacher
Tina Altum	Teacher
Lawrence Altum	Teacher
OMark Scisson	Teacher
Wendy Swarb	Teacher
Kayela Harrell	Counselor - Chair
Byron Morgan	Teacher
Scott Harrell	Principal

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/STAAR/EOC Math subjects at or above the state standard.

Objective 2: Sudan High School students will continue to pass the TAKS/STAAR/EOC Reading/ELA subjects at or above state standard.

Objective 3: Sudan High School students will continue to pass the TAKS/STAAR/EOC Writing at or above the state standard.

Objective 4: Sudan High School students will pass the TAKS/STAAR/EOC Social Studies & Science subjects at or above 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/STAAR/EOC will show improvement as determined by local 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.

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
At-Risk
Homeless

Career and Technology Education (CTE)
Dyslexia
Gifted and Talented (GT)
Special Education (SPED)
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TITLE I)
Title II, Part A: Teacher & Principal Training & Recruiting



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/STAAR/EOC Math subjects at the state standard.

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Prioritize TEKS objectives during classroom instruction and provide Tutorials before/after school	Exam View Computer Software Teacher Made Tests. Graphing calculators Local; Measuring Up; Moodle; WebCcat	Teacher made and Released TAKS tests for Pre and Post-tests.	January through April Testing Date.	Math teachers	Released TAKS/STAAR/EOC .
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/STAAR test	Core subject teachers	TAKS/STAAR/EOC .
Provide Review Classes for students not mastering TAKS/STAAR objectives	Local	Teacher observations	August until TAKS/STAAR	Math teachers	TAKS/STAAREOC.



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/STAAR/EOC Reading/ELA subjects at state standard

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Implement vocabulary & literary element workbooks & applications	Local	Released TAKS tests Teacher observations.	August -	ELA teachers	TAKS/STAAR/EOC
Prioritize TEKS 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/STAAR test	Administrator	TAKS/STAAR/EOC
Provide reviews with release TAKS tests and study guides	Local	Teacher tests	August – April	ELA teachers	TAKS/STAAR/EOC
WebCcat Tests & Study Island Reading Plus	Local	Teacher tests	Quarterly	Teachers	State assessments
Peer Editing	Local	Teacher tests	Quarterly	Teachers	State assessments



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/STAAR/EOC Writing at state standard

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Prioritize TAKS writing objectives during classroom instruction	Local TITLE I	Teacher made and Released TAKS tests for Pre and Post tests.	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/STAAR/ EOC Writing exams
Provide reviews with released tests and auxiliary reading materials	Local	Open ended questions and teacher made tests	August – March	ELA teachers	TAKS/STAAR/ EOC



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/STAAR/EOC Social Studies & Science subjects at the State Standards

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Prioritize TEKS objectives during classroom instruction	Interact instructional resources Computer software Teacher-made tests	Teacher made and Released field tests	August through March Testing Date.	Social Studies teachers Core subject teachers	Released TAKS
Provide students and Teachers with training in test-taking strategies	TITLE I TII TPTR Curriculum Contract Region 17 ESC Local	T Observation Pre and post tests	6 weeks prior to TAKS test	Administrator	TAKS
Prioritize TAKS/STAAR/EOC science objectives during classroom instruction	Local	Pre-post tests T observation	August - March	Core subject teachers	TAKS /STAAR/EOC WebCcat T. Observation
Provide Activity Period for TAKS/STAAR/EOC preparation and tutorials	WebCcat Study Island	3 week placement identification	Year round	Teachers	WebCcat



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

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
Target all ACT/SAT test date for student participation	Local	Number of students signing up for testing	August-June	Counselor Administrator	Number of students taking the ACT/SAT
Provide students with intense preparation prior exams	Local	Observation of students	November	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	Computer software assessment.	August – December test date.	ELA teachers	ACT/SAT scores
Use Practice tests	Practice Tests	Practice test scores	August-May	Counselor	ACT/SAT scores
Use Reading Plus to increase reading speed and comprehension	Reading Plus	Software assessment	August – May	Teachers Counselor	ACT/SAT/TAKS/ STAAR/EOC
Will provide ACT testing center at High School	Local	Number of Participants	August-June	Teachers 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 (CTE)

STRATEGY	RESOURCES	FORMATIVE	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE
Conduct comprehensive needs assessment (CNA) to determine program strengths/needs <ul style="list-style-type: none"> • TAKS 	CTE staff	Upon release of AEIS	Local	Principal	PBM
Provide vocational & technical education programs to all eligible students	CTE funds	Students choice cards	August	School Board administration	Courses schedules
Conduct comprehensive needs assessment & program evaluation to determine effectiveness of CTE programs	CTE funds Surveys	Data disaggregated	May	CTE staff	Annual evaluation of program, individual and collective reports
Local advisory council reviews and updates objectives to ensure relevance to business/industry	CTE funds	Mid-year review	Fall Spring	CTE staff	Annual program review and update
Integrate CTE & academic programs	TECH prep	Meeting records Written plan to integrate	On-going	CTE staff	Annual evaluation for CTE
Encourage students to pursue coherent sequence of courses	Local	Choice cards	Spring	Counselor	Courses scheduled



STRATEGY	RESOURCES	FORMATIVE	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE
Give students 4 year plan showing coherent sequence	Local	Mid-year review of students plans	Spring	Counselor	Strategies developed
Provide CTE courses	CTE	List of courses offered	August	School Board	Number of students with 4 – year plans on file
Recruit & retain qualified teachers including minorities	CTE, Local	Positions posted	Spring Summer	Board	Fully certified staff
Provide research-based staff development/input from staff	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 transition activities for high school to work/past-secondary education	Local	Agenda	Spring	Administrator	List of senior students participating



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.

Dyslexia

STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
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	Local	Schedule of training	Summer	Administrator	Attendance certificates
Provide services at student 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	CNA	Annual	Administrator	Disaggregated data
Provide activities for parents	Local	School calendar	Year-round	Administrator	Parent Sign- In



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.

English as a Second Language (ESL)

STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
Conduct Comprehensive Needs Assessment	Local	Meeting agendas	Fall	Counselor	AYP for LEP
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/TELPAS
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	TAKS/TELPAS
Provide staff development research-Based with staff input	ESL ,Title III SSA, SCE	Workshop Registration forms	August – July	Administrator	TAKS/TELPAS scores
Send home information to parents in home language.	Software program Local	Communications to parents.	August – May	Administrator	Copies of parents communications



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.

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
Use native language and non-verbal assessments	Local GT	List of students to be tested	Fall, Spring	GT Selection Committee	List of students language
Train GT Selection Committee in awareness of ethnic distribution	Local	Training scheduled	Fall	ESC 17	Training certificates
Provide staff with 30 hours GT training/6 hours annual update	Local GT	Training schedule	Fall, Spring Summer	Administrator	Training certificates
Revise/update curriculum framework show depth/complexity	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
Conduct annual evaluation including surveys of families, students, program staff, and other staff	Local	Survey	April	GT Teachers	Survey summary



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.

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.	\$116,461 2.25 FTEs	Progress Reports Teacher observation	August - July	Administrator	TAKS
Address the drop-out rate and improve student performance	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	Administrator	List of students in PEIMS
Conduct comprehensive needs assessment including TAKS/STAAR/EOC, drop-out rate,	SCE	C N A results	Upon enrollment	Counselor	TAKS/STAAR /EOC Drop-out rate
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/STAAR /EOC
Students will receive instruction and counseling in pregnancy prevention with abstinence being the primary focus.	WIC. CPS. Lamb County Extension	Teacher/ Administrator observation	August – May	Counselor	PRS Report



STRATEGY	RESOURCE	FORMATIVE	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE
Provide students with alternative education program to meet needs of students	SCE Local	6 weeks grades	August – July	Administrator	TAKS/STAAR /EOC 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 TIII SSA Local	Progress reports LPAC minutes	Year-round	ESL teachers	TAKS/STAAR /EOC
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
Promote High self-esteem	Character Counts program, TIV SSA	Grades	August – May	Administrator Counselor	AEIS dropout report
Provide program for students in DAEP, expelled, on parole, probation and previous drop-outs	SCE \$4,000 for DAEP	Disciplinary records Report card grades	Year-round	Administrator	Completion Rate Discipline referrals
Evaluate at-risk students /compare TAKS/STAAR/EOC subject Completion rates	SCE	Disaggregated TAKS/STAAR/EOC data	Upon receipt of TEA data	Administrator	Evaluation of SCE



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.

Special Education (SPED)

STRATEGY	RESOURCES	FORMATIVE	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE
Provide parent involvement activities for parents including conferences and school activities	SPED.	Calendar of activities and conference reports	Year round	Administrator	PI Evaluation
Provide research-based staff development with input from staff	SPED	Staff development calendar	Fall, Spring, Summer	SPED. Dr.	Training Certificates
Ensure all students with disabilities have access to general curriculum	SPED	ARD/IEP	Year Round	SPED. Dr./Staff	IEPs
Provide training regarding modification in curriculum	SPED Local	Staff development calendar	August	SPED. Dr.	Training certificates
Provide parent involvement opportunities	SPED teachers	Parent involvement activity calendar	Year round	Counselor	PI Evaluation
SPED students will receive individualized TAKS/STAAR/EOC math, science, and social studies instructional strategies.	Released TAKS Math tests.	IEP, posttest, teacher observations, and ongoing repetitive tutorials.	August – May	SPED teacher	TAKS/STAAR/EOC or released TAKS tests.
SPED students will receive individualized TAKS/STAAR/EOC reading instructional strategies.	Book and Brain Released TAKS material.	IEP/post test scores, Teacher observation	August – May	SPED teacher	TAKS/STAAR/EOC or released TAKS tests.
A systematic process for pre-referral will be established and consistently utilized.	Referral packet Diagnostician	SPED. Referral forms	Within 30 days of referral dates.	SPED. Diagnostician	Referral packet checklist.



STRATEGY	RESOURCES	FORMATIVE	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE
All placement decisions will include an annual determination of LRE	Class work assessment TAKS/STAAR/ EOC results IEP objectives Brigance information	Assessment data	As needed for review, evaluation, assessment, scheduling	SPED. Diagnostician SPED 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	SPED Cooperative.	ARD meeting minutes. Student folders documentation
Place statement of transition service in all students IEPs by age 14.	Formal questionnaire from SPED. Coop. Informal individual conferences	Questionnaire from Coop	Annually, through grades 12 in the Spring.	SPED. Coop. SPED teacher	ARD minutes.
Conduct Comprehensive Needs Assessment with focus on PBMAS standards	SPED. Director	Fall	SPED. Local	Analysis	PBMAS



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.

Title I, Part A: Schoolwide Program (TITLE I)

STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
Incorporate the components of a Schoolwide Program: 1. Conduct Comprehensive Needs Assessment to determine needs and plan instruction <ul style="list-style-type: none"> • Special populations TAKS/STAAR/EOC • AYP for Economically Disadvantaged • AMAOs • PBMAS (NCLB report) 	Title I RTI	Disaggregated data: TAKS/STAAR/EOC, AEIS data, 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/STAAR/ EOC Completion Rate
3) Provide instruction by highly qualified (HQ) staff:	Title I Title II, TPTR Technology Local	Personnel records New hires	Year-round as applicable	Administrator Site-base team	Personnel records
4..Provide research-based staff development that is intensive, sustained for teachers and paraprofessionals	Title I, Part A Title II, Part A Local	Staff development calendar	Year-round	Administrator	Sign-in sheets and training agendas



STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
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 RTI	Meeting agenda	Fall	Administrator	Sign-in sheet Meeting agenda and minutes
7. Provide Transition 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
9. Coordinate and integrate federal/state, local programs	Title I, Title II Title IV ESL SPED, GT CTE, SCE Local	Meeting agendas	Weekly	Administrator	Sign-in Sheets and minutes of meetings
Provide Parent Activities <ul style="list-style-type: none"> • Include policy for parent involvement 	Title I Local	Policy Meeting agenda	Spring	Administrator	Policy
Provide staff development in the value of parents' contributions to their children's education <ul style="list-style-type: none"> • Parents assist in planning • Site Base Team assists 	Local TITLE I SPIN Meeting	Planning agenda	Local	Administrator	AYP current year PBM



STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
Adopt a School-Parent Compact yearly with parents input and signature	Local	Meeting agenda	Fall	Administrator	Compacts
Send Parent Notifications that 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 RTI	Letters to parents	August - May	Administrator	Notifications on file Parent Evaluation



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 7: Sudan High School students not taking the TAKS/STAAR/EOC will show improvement as determined by local alternative assessments.

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE/ START	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Use additional resources including ACT workshops, teaching strategies, and opportunities for extending learning experiences. Use college readiness standards.	ACT/SAT prep material Workshops, PLAN, SAT, local sources	Local alternative assessment scores.	August-May	All faculty members	Completion of ACT/SAT prep and scores from local alternative assessments

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 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.

STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
All 8 th grade students will be required to take word processing.	Computer Labs	Student schedules.	August	Counselor Administrator	Student schedules
All students will be encouraged to take at least one technology applications course before they graduate.	Computer Labs and certified teachers.	Student 4-year plans. Student transcripts.	August	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.

STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
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	Entire faculty Administrator Counselor	Retention rate as reported on the Administrators annual report.
Summer School will be made available to all students and In-house summer tutoring for TAKS	Pep Summer school, Transportation	Pep summer school enrollment.	June – July	Administrator Counselor	Retention rate as reported on the Administrator annual report

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

STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
Involve parents as partners in education	Local	SPIN schedule	Quarterly	Principal	Referrals
Reward good behavior	Local	Students recognized	August-May	Principal	Referrals



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

STRATEGY	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	Administrator	Administrator's annual attendance report.
Perfect attendance will be rewarded.	Semester attendance awards.	Semester attendance reports.	August – May	Administrator	Administrators report.



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

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

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Provide for prevention of and education regarding: <ul style="list-style-type: none"> • Unwanted physical or verbal aggression, • sexual harassment, • and other forms of bullying, including cyber-bullying in schools, on school grounds, and in school vehicles 	Local	Incidents during year	September –May	Principal	PEIMS 425 records
Students will be provided activities that promote a safe and drug free school.	Lamb County Extension Local	Observations. Reduced referrals.	August – May	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	Counselor	Crisis referrals Surveys.
Participate in Peer Mediation training	Local	Observations.	Fall	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

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Provide staff development training in various technology programs.	TIF & TIE Local	Number of staff development hours	June – May	Administrator	School calendar, Sign-in sheets.

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

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Provide training in TEKS implementation and curriculum alignment.	ESC 17 staff; TEKS for Leaders II and II.	Curriculum Guides	August – May	Counselor	Curriculum guides.
Provide training in Conflict Resolution	ESC 17	Agendas	June – May	Counselor	Staff development sign-in sheets.
Coordination and Integration of Special programs.	Administrator	Agendas	June – May	Administrator	Teacher sign-in sheets.
Provide Math and Science Workshops	Title II TPTR Curriculum contract	Teachers in training sessions	August – May	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.

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Hold School Parent Information Network, (SPIN) meetings	Local funding.	Agendas and attendance.	August – May	Administrator	SPIN agendas sign in sheets.
Schedule Parent/teacher conferences for identified at-risk students	Counselor	Scheduling of conferences	September – June	Administrator	Parent/Teacher conference records.
Mail Parent newsletters to all parents regularly	Local	Three week mailings	August – May	Counselor	Copies of newsletters.
Notify parents/ community of the opportunity to attend annual assessment meeting	AEIS report card	Scheduling of meeting. Newspaper article	April	Superintendent	Meeting Agenda.
Inform parents of <ul style="list-style-type: none"> • State assessments • Proficiency levels required • General Curriculum • Higher education admissions • Financial aid opportunities • TEXAS grant • Teach for Texas grant • Curriculum choices for success beyond HS 	Local	Parent communications	Year round	Principal	Parent Survey
Survey parents/evaluation	Evaluation	Survey draft	Spring	Principal	Results



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
<i>Demographics</i>	Continue to assess needs of low socioeconomic students/parents & provide services/programs	Continue to do a great job in educating our current demographics; our two parent/teacher conference dates	Continue using our technology programs geared to helping At-Risk students. Federal Funds where we can.
<i>Special Program: Title 1 Schoolwide</i>	Continue to assess needs of students.	Our parent involvement practices.	N/A
<i>Special Program: CTE</i>	Update current curriculum.	Solid teaching staff in these programs.	Purchase curriculum for Family and Consumer Science Department using State Funds.
<i>Special Program: English Language Learners</i>	<i>Continue improvement in our ELL program.</i>	<i>Knowing the needs of our current ELL population.</i>	<i>Continue to train staff on relevancy of TELPAS writing samples.</i>



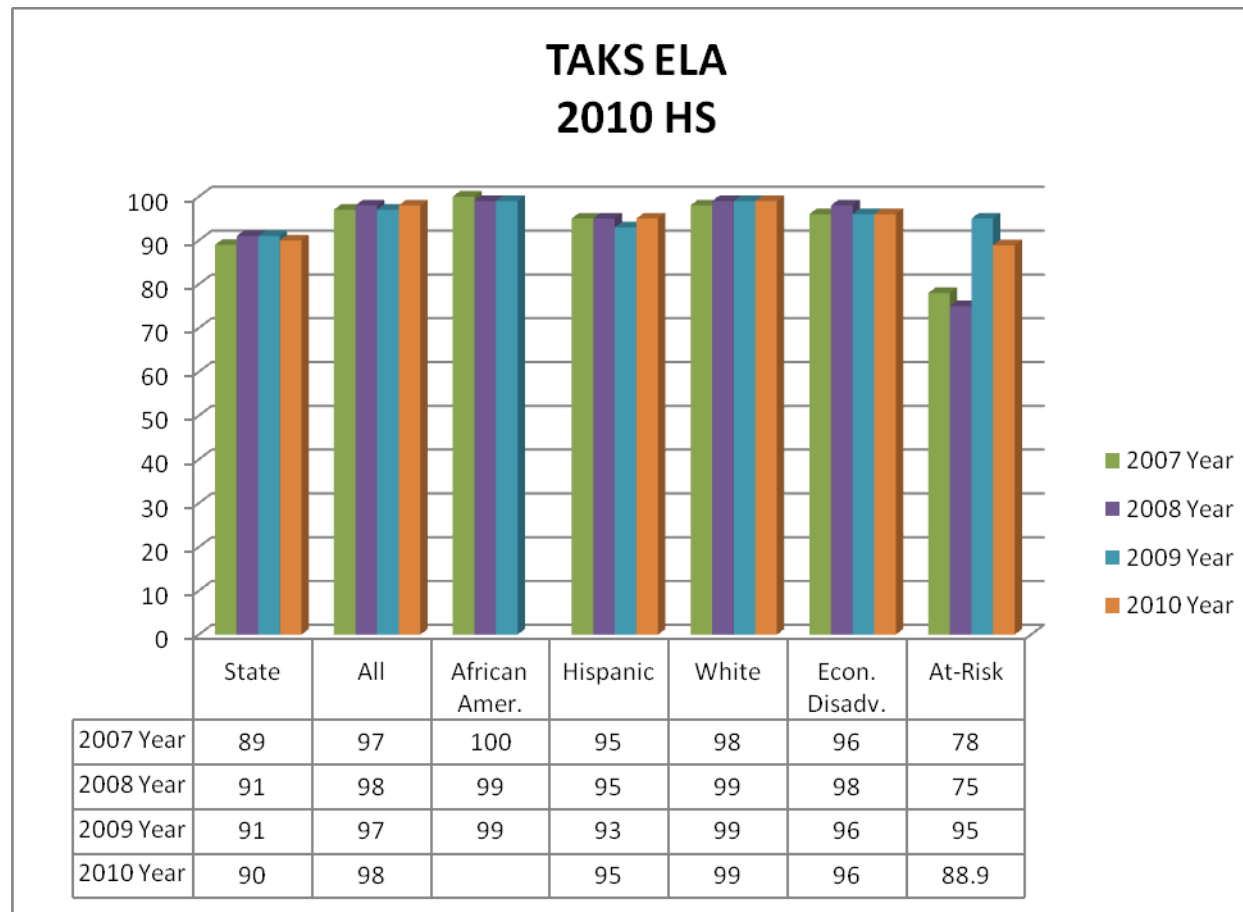
Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
<ul style="list-style-type: none"> • <i>Special Program: State Compensatory Education for At-Risk</i> 	<ul style="list-style-type: none"> • <i>Maintain current technology programs for our At-Risk identified population.</i> 	<ul style="list-style-type: none"> • <i>We have an advanced technological school with many programs that can help our At-Risk population.</i> 	<ul style="list-style-type: none"> • <i>Renew Study Island and Reading Plus. Continue adding to student individual electronic device program using State and Federal Funds.</i>
<ul style="list-style-type: none"> • <i>Special Program: Special Education</i> 	<ul style="list-style-type: none"> • <i>Continue to follow IEP's. Purchase Inclusion curriculum for Math and Science.</i> 	<ul style="list-style-type: none"> • <i>Strong SpEd staff that stays on top of paperwork and student needs.</i> 	<ul style="list-style-type: none"> • <i>Lamb County SpEd Coop funds.</i>
<ul style="list-style-type: none"> • <i>Academic Achievement</i> 	<ul style="list-style-type: none"> • <i>Produce more college ready students. Continue student ACT prep work.</i> 	<ul style="list-style-type: none"> • <i>Currently performing well on State Tests. High graduation percentage.</i> 	<ul style="list-style-type: none"> • <i>N/A</i>
<ul style="list-style-type: none"> • <i>Curriculum</i> 	<ul style="list-style-type: none"> • <i>Updated ELA/Writing curriculum.</i> 	<ul style="list-style-type: none"> • <i>Ability of teachers to use State/supplemental curriculum in educating students. Currently meeting high standards.</i> 	<ul style="list-style-type: none"> • <i>Purchase ELA/Writing curriculum using State funds.</i>

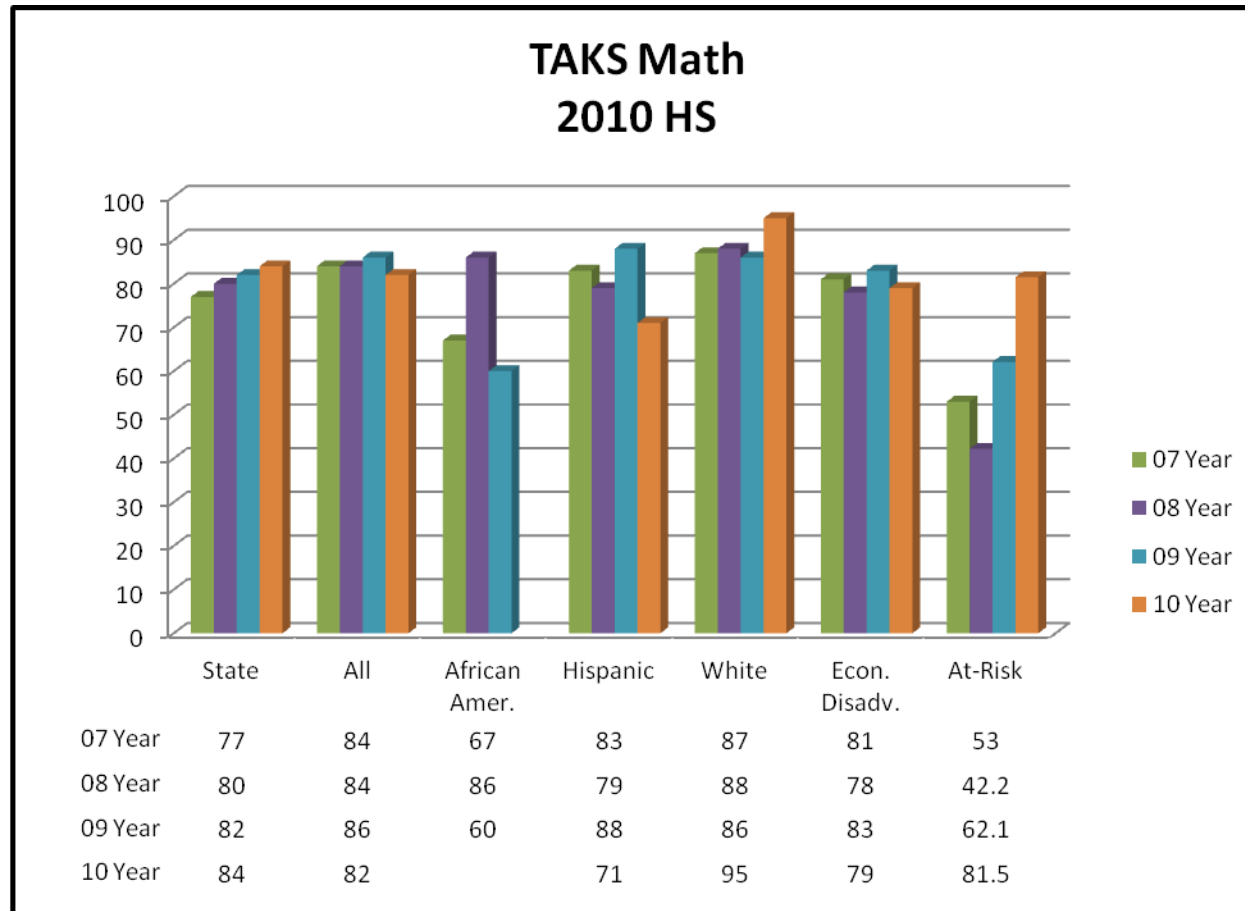


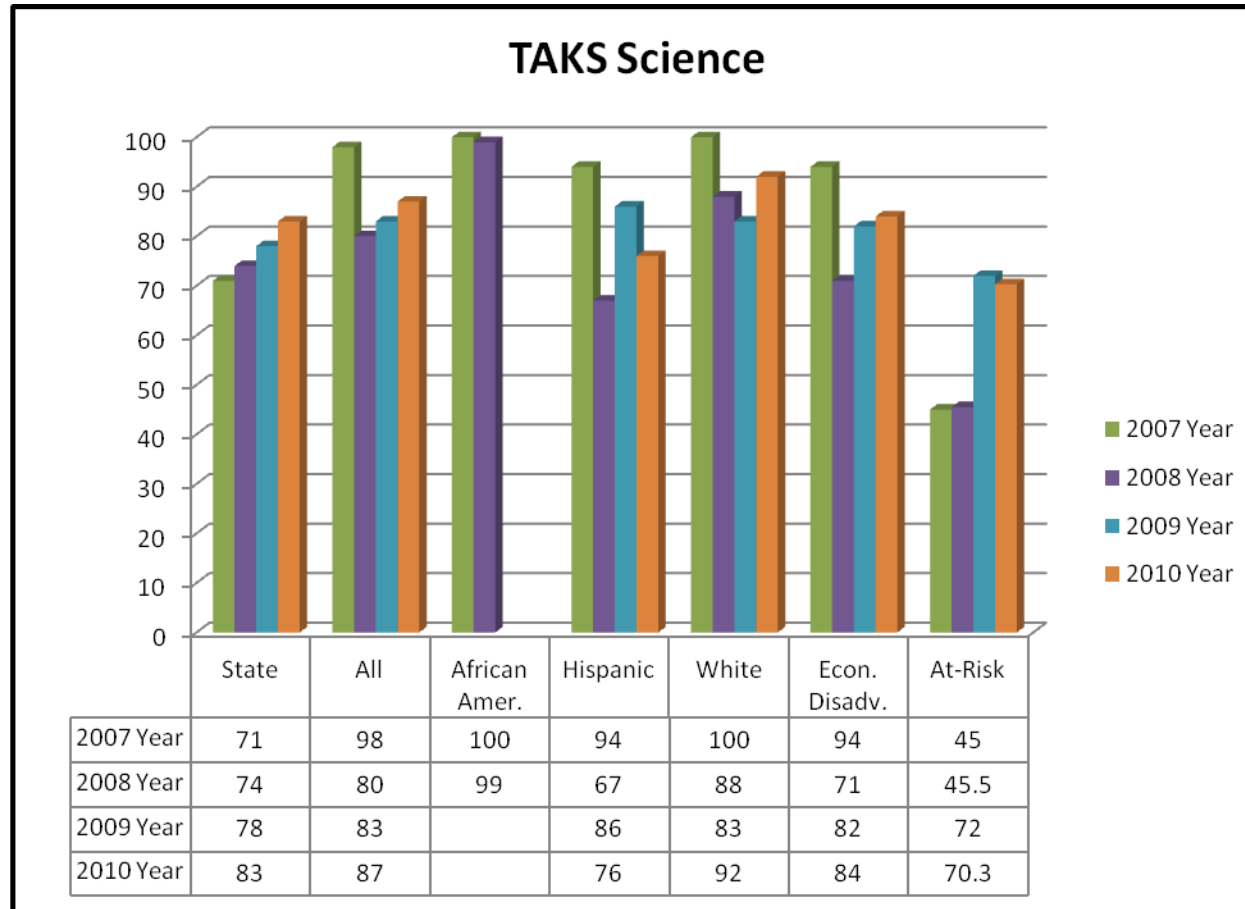
Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
<ul style="list-style-type: none"> • <i>Instruction & Assessment</i> 	<ul style="list-style-type: none"> • <i>More professional development on Eduphoria Assessment tools.</i> 	<ul style="list-style-type: none"> • <i>Benchmarking methods. Bell to bell concept teaching.</i> 	<ul style="list-style-type: none"> • <i>Local funds.</i>
<ul style="list-style-type: none"> • <i>Staff Quality, Recruitment, Retention</i> 	<ul style="list-style-type: none"> • <i>We currently are not 100% HQ.</i> 	<ul style="list-style-type: none"> • <i>Veteran staff with many being here over 20 years.</i> 	<ul style="list-style-type: none"> • <i>HQ status using Federal funds.</i>
<ul style="list-style-type: none"> • <i>Professional Development</i> 	<ul style="list-style-type: none"> • <i>More Eduphoria training.</i> 	<ul style="list-style-type: none"> • <i>The current intrinsic drive of the staff to learn.</i> 	<ul style="list-style-type: none"> • <i>More Eduphoria PD through our ESC using Local funds.</i>
<ul style="list-style-type: none"> • <i>Family and Community Involvement</i> 	<ul style="list-style-type: none"> • <i>Continue to partner with parents in raising and educating our children.</i> 	<ul style="list-style-type: none"> • <i>Participation in programs like “Youth in Service” and offering safety programs like “RAB.”</i> 	<ul style="list-style-type: none"> • <i>Give student the opportunity to participate in these programs using Local funds.</i>
<ul style="list-style-type: none"> • <i>School Culture, Climate & Organization</i> 	<ul style="list-style-type: none"> • <i>Continue the “We” approach to our team concept.</i> 	<ul style="list-style-type: none"> • <i>Family friendly oriented environment.</i> 	<ul style="list-style-type: none"> • <i>No funds. “Lead by Example” approach.</i>



Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
<ul style="list-style-type: none"> • <i>Technology</i> 	<ul style="list-style-type: none"> • <i>Would like to see Laptop computers in the hands of our staff.</i> 	<ul style="list-style-type: none"> • <i>Great wireless internet system; Great infrastructure and connectivity; Excellent support staff.</i> 	<ul style="list-style-type: none"> • <i>Possible laptops for staff using Federal, State, and Local funds.</i>
<ul style="list-style-type: none"> • <i>Summary of Data Reviewed:</i> • <i>AYP data; TAKS data; PBMAS data; NCLB data; Teacher observations; AEIS data; ACT score data.</i> 			

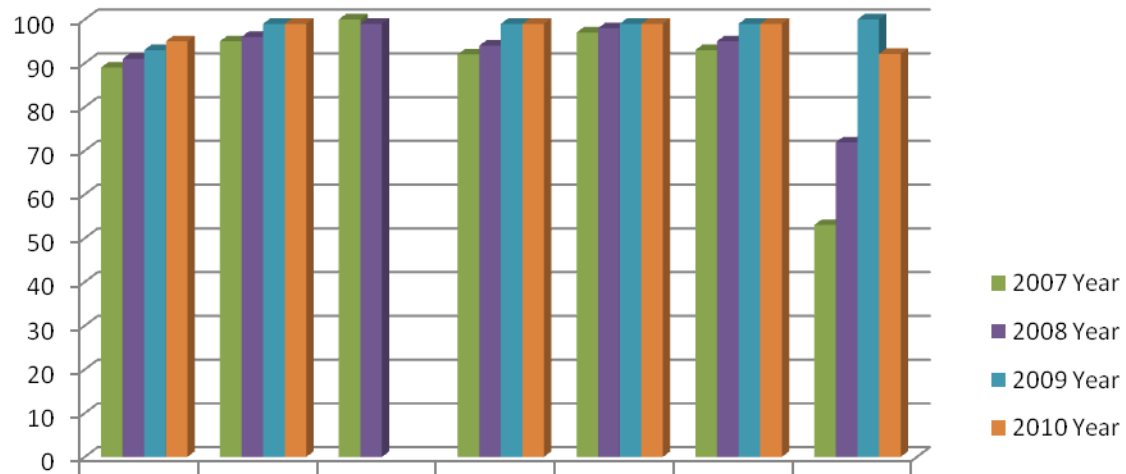




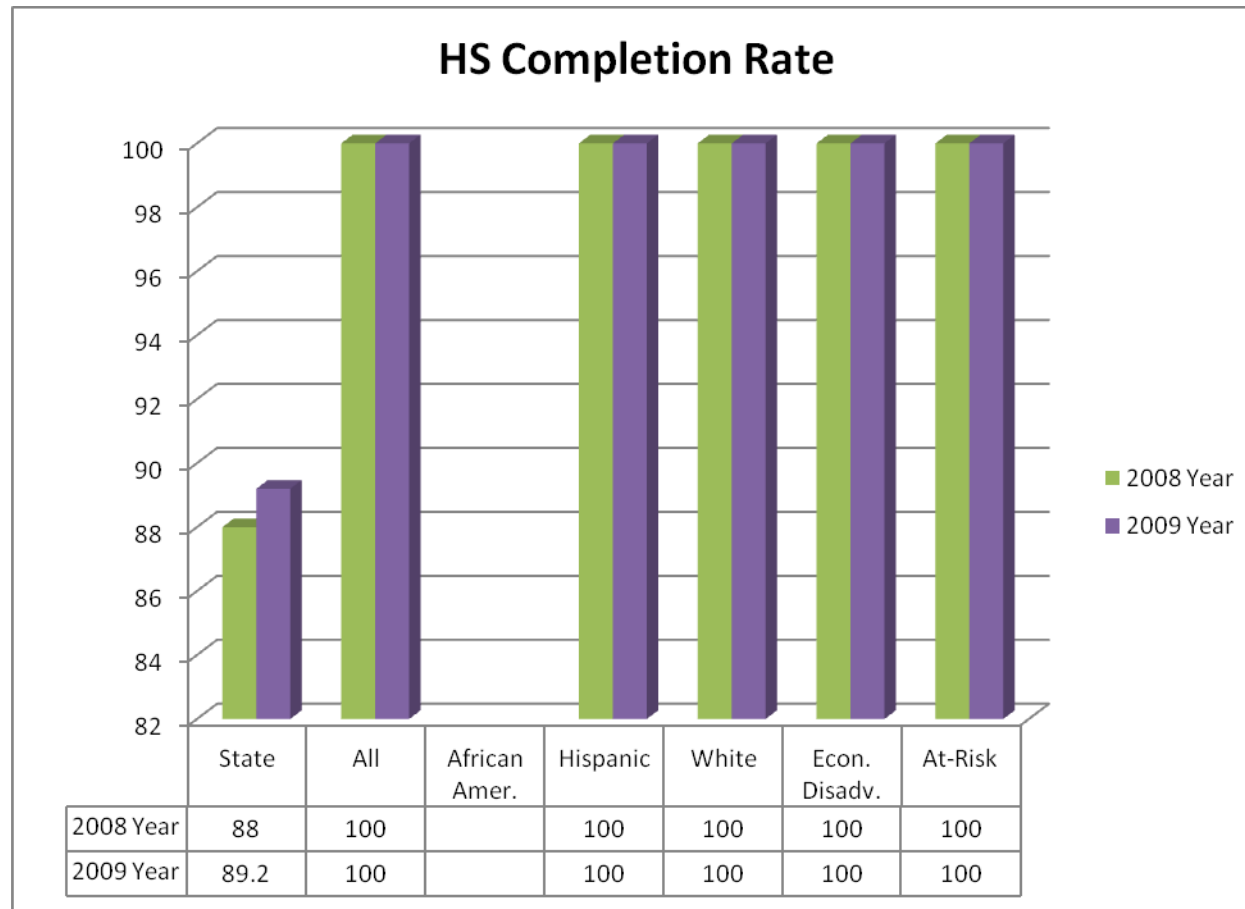




TAKS Social Studies 2010 HS



	State	All	African Amer.	Hispanic	White	Econ. Disadv.	At-Risk
2007 Year	89	95	100	92	97	93	53
2008 Year	91	96	99	94	98	95	71.9
2009 Year	93	99		99	99	99	100
2010 Year	95	99		99	99	99	92.1





<i>Performance Based Monitoring Analysis System Reports</i>					
<i>Programs</i>	<i>Indicators Below State Standards</i>	<i>Performance Level 2007</i>	<i>Performance Level 2008</i>	<i>Performance Level 2009</i>	<i>Performance Level 2010</i>
Bilingual/English as a Second Language (BE/ESL)				All indicators Met Standard	All indicators Met Standard
	LEP TAKS/TAKS I-SDAA II Participation Rate	2SA	Indicator deleted		
Career and Technology Education (CTE)	CTE Nontraditional Course Completion Rate-Males	All indicators met standards	All indicators met standards	1	1
	CTE Nontraditional Course Completion Rate-Females			1	1
No Child Left Behind (NCLB)		All indicators Met Standard	All indicators Met Standard	All indicators Met Standard	All indicators Met Standard
Special Education (SPED)	SPED TAKS/TAKS (Accom) Math Passing Rate				1
	SPED Representation			1	0 RI
	TAKS Only Participation Rate	1	Indicator deleted		
	SPED Identification	2	1	Indicator deleted	
	SPED LEP Representation	3SA	1PJSA	NA PJSA	NA PJSA
	SPED Discretionary DAEP Placements to ISS	1	2	0	0
	SPED Discretionary Placements to ISS			2	0 RI



Highly Qualified Teachers Objectives
Sudan ISD

STATE OBJECTIVES	STATE TARGETS	SUDAN ISD	SUDAN HIGH SCHOOL	SUDAN ELEMENTARY
1. Percentage of Classes Taught by Highly Qualified Teachers				
2008-09	100%	95.74%	96.97%	93.55
2007-08	100%	98.29%	100%	93.7%
2. Percentage of Teachers Highly Qualified				
2008-09	100%	92.85	94.44	91.66
2007-08	100%	97.3%	100%	95.7
3. Percentage of Teachers Receiving High-Quality Professional Development				
2008-09	100%	100%	100%	100%
2007-08	100%	100%	100%	100%