

SUDAN ELEMENTARY
Campus Improvement Plan



2011-2012
DeAnn Wilson, Principal

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 STAAR Reading at the state standard

Objective 2: All Sudan Elementary students will pass the STAAR Math at the state standard

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

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

Objective 5: Students in Special Programs will pass the STAAR 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 2011-2012 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

Special Programs:

Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
Special Education (SPED)
State Compensatory Education (SCE)
Title I, Part A: Schoolwide (TIA)
Title II, Part A; Teacher & Principal Training & Recruiting

Target Populations

At-Risk
Economically-disadvantaged
Homeless
Limited English Proficient
African-American
Hispanic
White
Migrant
Male
Female

Planning and Decision Making Team

NAME	ROLE
Mary Montes	Business
Sharla Rich	Community
Cheryl Kinnie	Community
Terry Peck	Parent
Joe Gonzales	Parent
Kayela Harrell	Counselor
Rachel Lopez	Teacher
Leslie Johnson	Teacher
DeAnn Wilson, Principal	Chairperson



Goal 1: All students including 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 STAAR Reading at state standards.

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Involve Parents <ul style="list-style-type: none"> • Send STAR Reading Reports • Renaissance Reports • TPRI Reports • Study Island Reports 	Teachers	Each 6 weeks	Local	Renaissance Reports	STAAR
Notify parents of PK program for eligible students <ul style="list-style-type: none"> • by newspaper and posted bulletins • In English/Spanish 	Principal	Spring	Local	Notification draft	Notification documents



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

Measurable Performance Objective 2: All Sudan Elementary students will pass the STAAR Math at state standards.

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 • Use Study Island program, Math Facts in a Flash • Target measurements/ estimation • STAAR Target practice in 2-7 classrooms daily • Hold vertical alignment meetings K-7 • Schedule additional period for K-7 	Math teachers Math Team Leader	Daily Monthly	Local TIA Local	TOPS reports AMI reports Progress Reports	TPRI STAAR STAR ITBS Scholastic School Readiness
Provide RtI for additional period	Principal	August	Local	Progress Reports	STAAR
Involve parents <ul style="list-style-type: none"> • Send math progress reports • Enlist parents to help at home with specific objectives • Star Math Growth Reports • Web-based Study Island Program 	Math teachers	3 week periods	Local	Notices sent	Math STAAR End of year math grades ITBS STAR



Goal 1: All students including target populations will meet 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 STAAR Writing at state standards.

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Align grades K-7 to implement consistent strategies and target writing objectives <ul style="list-style-type: none"> • Provide local teacher training • Presented by teachers • Use Study Island Program for writing • Individualized to student needs • Benchmarking • Departmental and Cross Curricular Meetings and Workshops 	Writing teachers	June-September	Local	Training planned and scheduled	Training sign in sheets STAAR writing
Encourage participation in UIL, Reading Readiness, Spelling and Grammar	Teachers	Fall	Local	List of students involved	Students participating



Goal 1: All students including target populations will meet 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 STAAR Science at state standards.

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Add additional time per week for science TEKS in 5th	Administrator	Weekly	Local	6 Weeks grades Benchmarking	STAAR
Align curriculum at 1-5 grades for STAAR /TEKS objectives	Science teachers	Monthly	Local	Curriculum meetings	STAAR TSDS
Hold grade level meetings on Science TEKS	Science Head Teacher	Semester	Local	Meeting minutes	STAAR
Use Study Island program	Science Teachers	Semester	Local	Teacher management	State assessments
Disaggregate STAAR tests <ul style="list-style-type: none"> • Focus: All Four Science objectives • Focus: Lab activities, manipulatives 	Science teachers	Weekly	Local	Lesson Plans	STAAR
Use Healthy & Wise <ul style="list-style-type: none"> • 1-7 	Science teachers	Monthly	Local	Lesson Plans	STAAR
2 nd Period Tutorials	Science teachers	Weekly	Local	Lesson plans/teacher management	STAAR



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

**Measurable Performance Objective 5: All Students in Special Programs will reach or exceed state passing standards
Special Program: Dyslexia**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Identify students with dyslexia or related disorders 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 procedures	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 training
Evaluate program	Dyslexia staff	April-May	Local	Progress reports	Dyslexia Bundle
Provide Parent Involvement opportunities	Dyslexia staff	Aug.-May	Local	Parent Involvement calendar	Sign in sheets



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

**Measurable Performance Objective 5: All Students in Special Programs will reach or exceed state passing standards
Special Program: English as a Second Language**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
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	TELPAS STAAR
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> • STAAR • STAAR/ Participation • LEP Dropout • AMAOs • AYP 	Administrator	August	BE/ESL Local	Meeting agenda	Data disaggregated
Provide Professional Development <ul style="list-style-type: none"> • Teachers and paraprofessionals • Research-based • Based on staff needs 	Administrator	During year and summer	BE/ESL TIII Local	Training scheduled	Certificates of training
Use English In a Flash	Teachers	Daily	Local	Weekly assessments	TELPAS State assessments
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	Parent Involvement calendar	Sign in Sheets



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

**Measurable Performance Objective 5: All Students in Special Programs will reach or exceed state passing standards.
Special Program: Gifted and Talented (GT)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
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, SPED, & Migrant 	GT Selection committee	August and semester	Local	Staff Dev. on GT characteristics	Student nominees
Provide advanced curriculum for all GT	GT staff/teachers	Aug – May	GT Local	Lesson Plans	STAAR
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 K-12	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Provide 30 hours of GT training for all professional staff / 6 hrs. annual update	Administrators	Fall – Spring	Local	Prof. Dev. Calendar	Attendance certificates
Revise curriculum framework	GT staff	April – Aug.	Local	Meeting minutes	Curriculum



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**Measurable Performance Objective 5: All Students in Special Programs will reach or exceed state passing standards.
Special Program: Gifted and Talented (GT)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
<ul style="list-style-type: none"> Depth & complexity including 4 core academic areas 					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	STAAR
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 Parent Involvement opportunities for parent participation	Administrator	Aug.- May	Local	Parent Involvement Calendar	Sign in sheets



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

**Measurable Performance Objective 5: All Students in Special Programs will reach or exceed state passing standards.
Special Program: State Compensatory Education (SCE)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Coordinate SCE funds on the Schoolwide program for at-risk student to accelerate performance and reduce drop-out rate <ul style="list-style-type: none"> Reduce class size 	Administrator	Aug. - July	\$ SCE FTEs	Grades Progress reports	STAAR TELPAS
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
Serve K-3 who failed local readiness test (local test) with Renaissance Programs, accelerated early literacy programs, and Response to Intervention	K-3 teachers		SCE Local	ARI, AMI test scores	TPRI Math test
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	STAAR grades
Serve students who have been retained on Schoolwide program	At-risk coordinator	Weekly	SCE Local	6 weeks grades	STAAR
Serve students who failed STAAR <ul style="list-style-type: none"> Tutorials CAI Specialized reading/math 	At-risk coordinator	Weekly	SCE	6 weeks grades	STAAR
Serve LEP students with classroom teacher with ESL endorsement and ESL strategies	At-risk coordinator ESL T	Upon ID	SCE BE/ESL Title III	6-Week Grades	STAAR TELPAS



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**Measurable Performance Objective 5: All Students in Special Programs will reach or exceed state passing standards.
Special Program: State Compensatory Education (SCE)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
			BE/ESL		
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	STAAR
Evaluate SCE program programs <ul style="list-style-type: none"> • Compare At-Risk & All students STAAR scores • For Reading • Math • Writing 	Principal	May-June	SCE Local	Semester Grades	STAAR comparison 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	PARENT INVOLVEMENT calendar	STAAR



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**Measurable Performance Objective 5: All Students in Special Programs will reach or exceed state passing standards.
Special Program: Title I, Part A: Schoolwide (TIA)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Provide staff development in the value of parents' contributions to their children's education <ul style="list-style-type: none"> Parents assist in planning the training Site Base Team assists in planning 	Administrator	Fall	Local	Staff Development Calendar	PI Survey
Incorporate the ten Schoolwide Components: 1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction <ul style="list-style-type: none"> Special populations STAAR AYP for Economically Disadvantaged AMAOs PBMAS Report for NCLB 	Principal	August.	TIA	Data disaggregated	CNA
2) Plan reform strategies to address student needs <ul style="list-style-type: none"> Focus: At-risk and low- 	Site-Base Team, Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII	CIPs and strategies	STAAR for economically disadvantaged



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**Measurable Performance Objective 5: All Students in Special Programs will reach or exceed state passing standards.
Special Program: Title I, Part A: Schoolwide (TIA)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
achievers <ul style="list-style-type: none"> Focus: Economically disadvantaged Include extended year 	Administrator		Local	Personnel files	AYP HQ compliance report
3) Provide instruction by highly qualified (HQ) teachers <ul style="list-style-type: none"> Limit interviews for new teachers to highly qualified applicants 	Administrator	August – June	Local TIA TII TPTR Local	New Hires	Personnel Files Highly Qualified Compliance Report
4) Provide staff development for teachers & paraprofessionals 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	STAAR
6) Increase Parent Involvement	PI Coordinator	Monthly	TIA, Local	Parent Involvement Events	Parent Involvement Evaluation
7) Assist pre-school children to public school with visitation day for kids & parents in Kindergarten	Principal	May	TIA	Event planned On calendar	Sign-In sheet



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

**Measurable Performance Objective 5: All Students in Special Programs will reach or exceed state passing standards.
Special Program: Title I, Part A: Schoolwide (TIA)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
8) Get Teachers input on academic assessments given	Principal	SB Meetings	Local	SB agendas	Teacher Input
9) Identify students who need assistance and provide additional help (at-risk / students having difficulties with proficiency or advanced levels	Lead teachers	Each reporting period	TIA	List of identified students	STAAR
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, TIIA, ESL, GT, SCE, SPED Local	Meeting agendas	STAAR
Evaluate Parent Involvement (PI) program <ul style="list-style-type: none"> Involve parents in the evaluation Distribute survey 	Principal	Spring	TIA	SB Meeting Agenda	Evaluation results
Review Parent Involvement policy/developed and agreed upon by parents and distributed	Administrator	Summer	Local	Meeting agenda	Policy
Conduct Annual Title I Meeting/Back to School Night	Principal	Fall	Local	Meeting scheduled	Agenda and sign-in sheet



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

**Measurable Performance Objective 5: All Students in Special Programs will reach or exceed state passing standards.
Special Program: Title I, Part A: Schoolwide (TIA)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
<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 					
Provide parent communications: <ul style="list-style-type: none"> • Conference with parents • Hold flexible number of meetings • Use parents’ home language • State assessments & proficiency levels 	Principal	August-July	TIA	Communications to parents each 6 weeks period	Parent Involvement evaluation
<ul style="list-style-type: none"> • Curriculum • NCLB Notifications 	Principal	Aug.-July	TIA, NCLB	Letters to Parents	Parent Involvement Evaluation



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

**Measurable Performance Objective 5: All Students in Special Programs will reach or exceed state passing standards.
Special Program: Special Education (SPED)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide students with disabilities access to general curriculum	SPED Dir.	Aug.-May	SPED	ARD/IEP	Student schedules
Provide Parent Involvement opportunities for parents to participate in activities	Principal SPED teacher	Aug.-May	SPED Local	PI Calendar	Sign in sheets
Conduct Comprehensive Needs Assessment including areas that exceed state averages	Principal SPED Staff	Fall	SPED Local	Analysis	CNA PBM



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

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

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Monitor student attendance with <ul style="list-style-type: none"> • Letters and/or calls to parents • Certificates for outstanding attendance 	Administrator	Daily	Local	Quarterly list	End of year attendance records and certificates
Provide for awareness, prevention and education in these areas: <ul style="list-style-type: none"> • Unwanted physical or verbal aggression • Child Abuse and Neglect • Sexual harassment including sexting • Other forms of bullying <ul style="list-style-type: none"> ○ In schools, ○ On school grounds ○ In school vehicles • Dating violence 	Principal Counselor	Year-round	Local TIV	Training calendar Handouts	PEIMS incident records Training certificates Surveys
Improve student fitness and health <ul style="list-style-type: none"> • Implement SHAC/TEA Coordinated School Health Instructional Program • Focus: K-7 • Participate in Fitness gram data entry for grades 3-7 • Provide parents with data 	Principal	Each 6 weeks	PE Curriculum PE teacher	Curriculum guides Fitness gram Data entry	Fitness gram scores With increase from previous year



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

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

Reduce retention rate by <ul style="list-style-type: none"> • Increase Parent Involvement <ul style="list-style-type: none"> ○ Conferences/meetings/assemblies for student recognition • Invite parents to volunteer • Provide re-teach sessions • Provide summer programs 	Administrator Teachers	Daily	Local	Progress reports	End of year grades/Retention records
Use ISS and detention time as a deterrent to inappropriate behavior	Principal	As needed	Local	Quarterly list	End of year list



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 1: Teachers will receive a minimum of six hours or more of training in areas of technology, the TEKS, and STAAR 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	Title II, D Technology Title II, TPRR Title I, A Local	Staff Development Calendar	Training Certificates
Provide training in TEKS	Lead Teacher SB Team	August – July	ESC Curriculum Contract TIII, ESL Local	Calendar for Staff Dev.	Training certificates STAAR
Provide training in STAAR	Lead Teacher SB Team	August – July	ESC Curriculum contract	Calendar	Training certificates STAAR
Train in Benchmarking for STAAR success	Administrators	June	Local	Calendar	Sign in Sheets
Train in data disaggregation to determine student strengths & weaknesses	Administrator	June	Local Curr. Contract	Calendar or training	Sign in sheets



Goal 4: Sudan Elementary staff will develop partnerships with parents, 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 1: Parent Involvement will show an increase in parent participation from the previous year and parents will have opportunities to participate in their child's education.

.STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide 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	Parent Involvement Survey
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 Doughnuts with Dads/Muffins with Moms Talent Show Field Trips Classroom activities 	Administrator Teachers	Monthly	Local TIA	Parent Activities Calendar of events	Parent Involvement 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	Local	Event on activities calendar	Sign in sheet
Revise Title I Schoolwide Compact and discuss at parent conferences	Administrator	Fall	TIA Local	Meeting minutes	Compact and signatures



Goal 4: Sudan Elementary staff will develop partnerships with parents, 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 1: Parent Involvement will show an increase in parent participation from the previous year and parents will have opportunities to participate in their child’s education.

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	Parent Involvement Evaluation
Provide parents opportunities to attend Building Strong Parents Conference	Administrator	Fall	TIA	Participant feedback	Parent Survey



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
<i>Demographics</i>	Continue to assess the needs of all students, especially economically disadvantaged, and provide services as needed.	Effectively addressing the needs of all students within our current demographics. Continue to address the needs of parents within our current demographics with SPIN meetings and parent/teacher conferences.	Federal and state funds used as needed and where needed. Technology is used to help at-risk students.
<i>Special Program: Title I Schoolwide</i>	Continue to assess the needs of all students.	Parent involvement including SPIN meetings and parent/teacher conferences.	n/a
<i>Special Program: English Language Learners</i>	Continue to look for areas to improve regarding ELL students.	Knowing and understanding the current ESL population and ways in which to instruct them effectively.	Training staff on TELPAS writing samples and professional development.
<i>Special Program: At-Risk</i>	Continue to assess the needs of at-risk students and their parents.	Effectively addressing the needs of at-risk students through instruction and assessment. Effectively addressing the needs of parents of at-risk students through parental involvement and conferences.	Federal and state funds used as needed and where needed. Technology is used to help at-risk students.



Comprehensive Needs Assessment

<i>Special Program: SPED</i>	Purchase additional curriculum as needed for inclusion students. Continue to follow each student's IEP.	Closely following IEP and modification sheets. Teachers and staff who are aware of instructional strategies that enhance the learning of all students including those with special needs.	Lamb County Special Education Coop Funds.
<i>Academic Achievement</i>	To maintain high scores in all TAKS subjects. To increase Hispanic math and science scores To improve results for At-Risk students including English Language Learners, students with disabilities and students in poverty.	ELA TAKS scores RtI	n/a
<i>Curriculum</i>	To continue to align the TEKS with curriculum taught in classrooms. Vertically align curriculum between grade levels.	Benchmarks and assessments are closely monitored to ensure alignment between TEKS and curriculum is occurring.	Purchase additional curriculum as needed using state funds.
<i>Instruction & Assessment</i>	To maintain quality instructional strategies and assessments for the academic improvement of all students.	Teachers use a variety of instructional strategies and assessments on a daily basis. Professional development is provided to assist in areas of instruction and assessment as needed.	Local funds



Comprehensive Needs Assessment

<i>Staff Quality, Recruitment, Retention</i>	To provide high quality professional development for teachers and staff in core subjects and technology. To retain HQ teachers and recruit HQ teachers when there are teacher positions to fill. To maintain appropriate staff.	Low teacher turnover rate. High rate of HQ teachers on campus.	HQ status using federal funds
<i>Professional Development</i>	To continue to provide quality professional development for all staff.	Teachers are encouraged to attend professional development in their core subject areas as well as any other area of necessity.	Professional development through ESC using local funds.
<i>Family and Community Involvement</i>	To continue to build capacity and outreach to all parents of students. To assist parents in ways to help their students at home.	SPIN meetings are well attended. The school includes all parents in school activities and functions. Information is provided to parents in their native language. Parents are given information on state assessments and proficiency levels.	Local funds as needed
<i>School Culture, Climate & Organization</i>	School vision	Positive culture and climate is attained through focusing on positive and affirmative behavior. Random acts of kindness are rewarded.	n/a



Comprehensive Needs Assessment

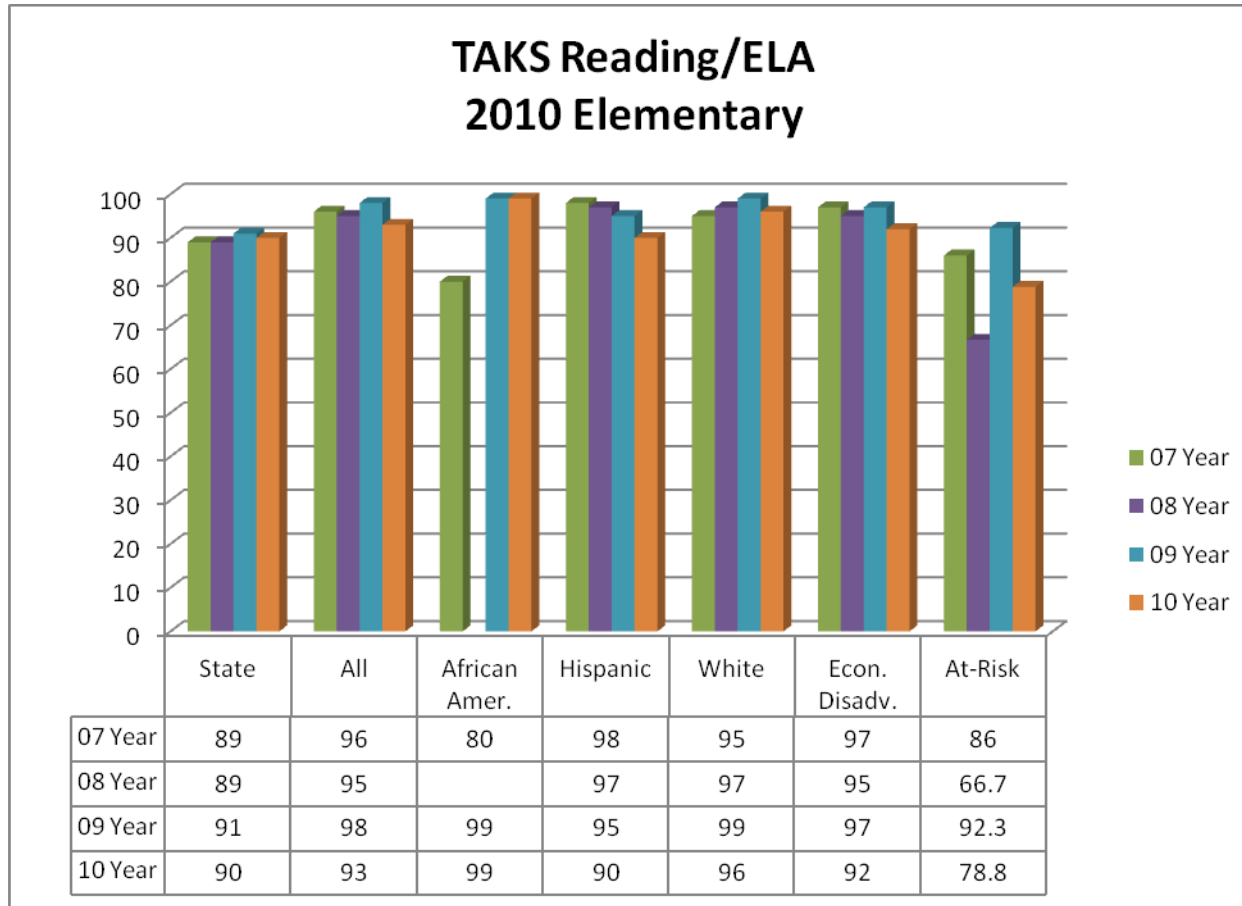
<p><i>Technology</i></p>	<p>To continue to provide technological assistance to staff. To continue to provide technological instruction to students and staff.</p>	<p>Technology resources available to students and staff including laptops for all 5th-7th grade students.</p>	<p>Federal, state, and local funds as needed for additional technology and/or programs.</p>
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Summary of Data Reviewed:

TAKS Data / AYP Data / PBMAS Data / NCLB Data / AEIS Data /Teacher Observations

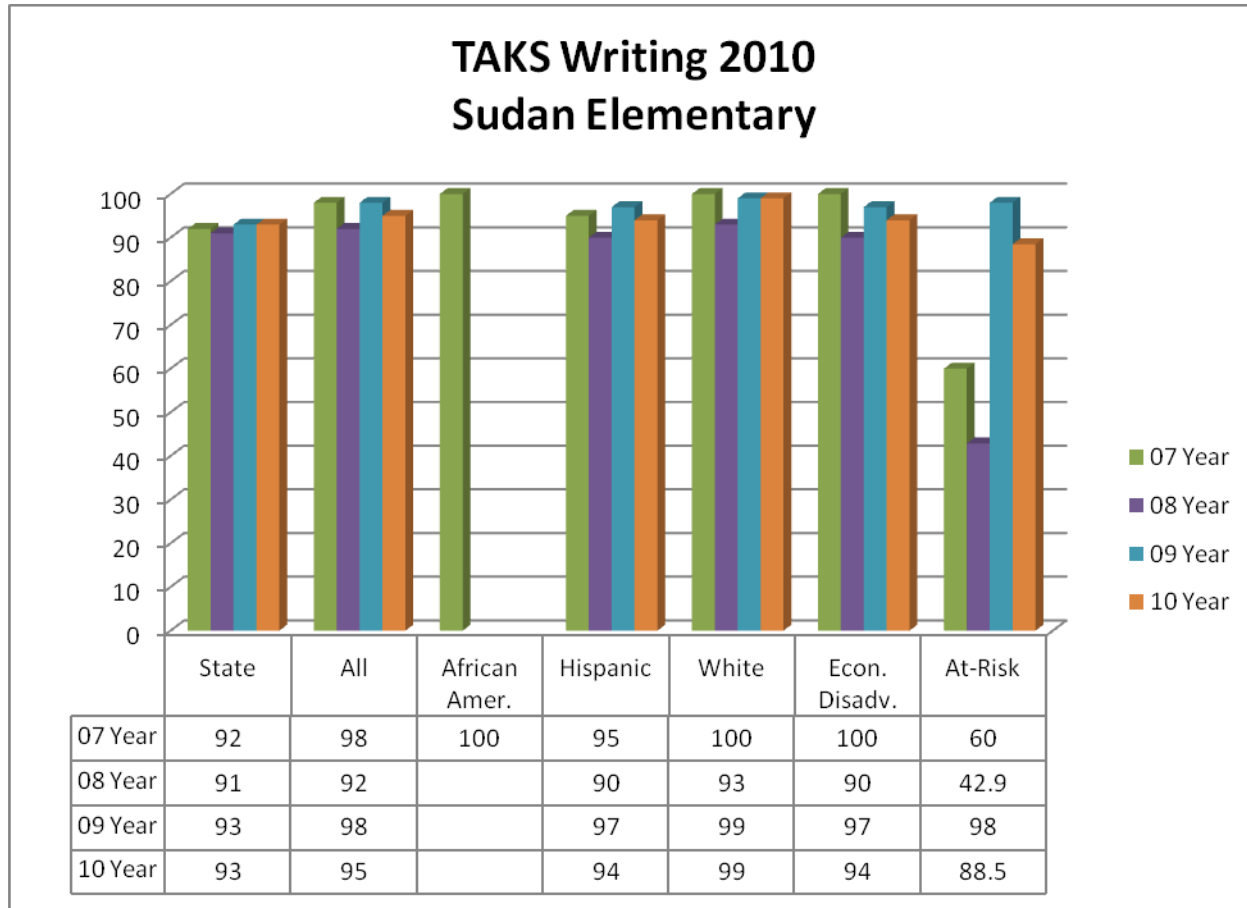


Comprehensive Needs Assessment



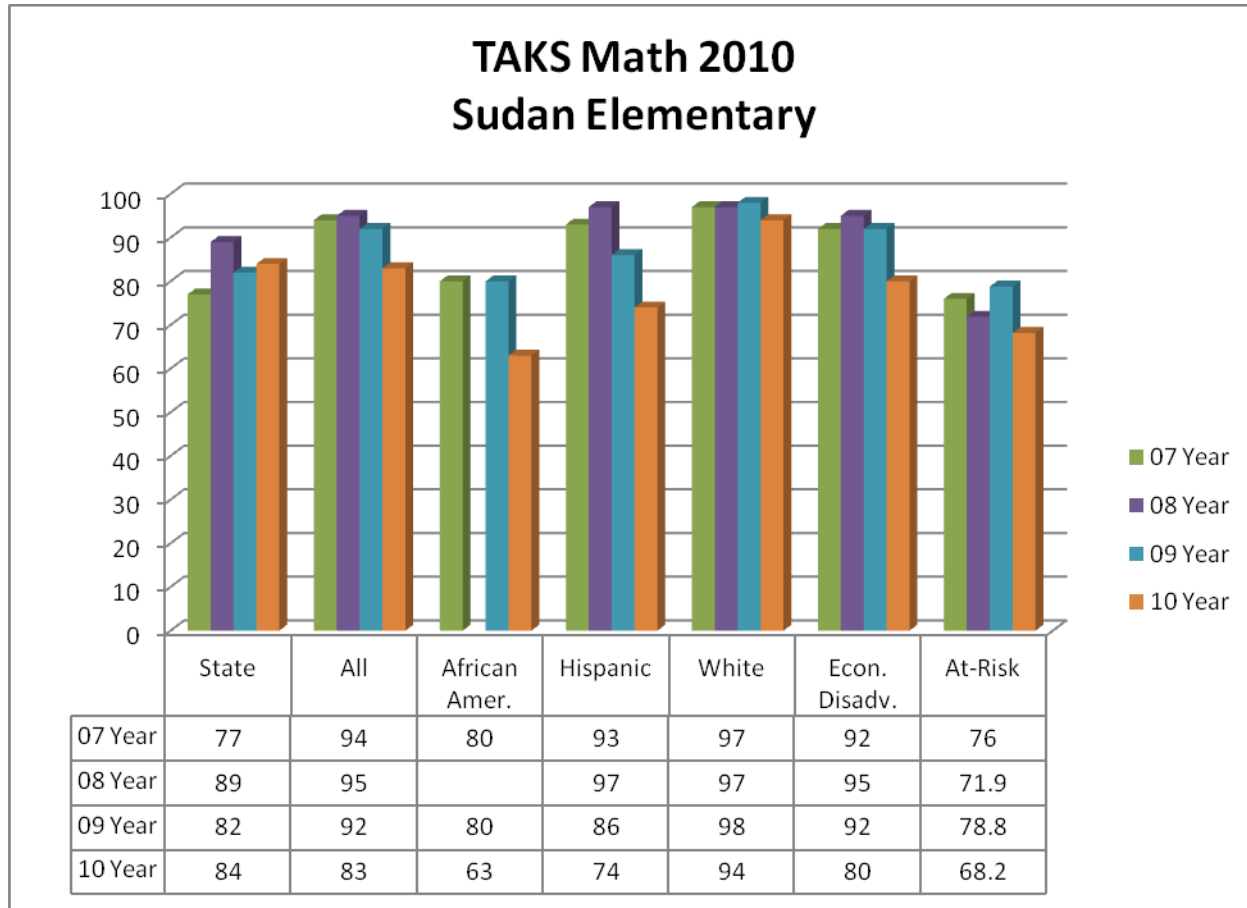


Comprehensive Needs Assessment



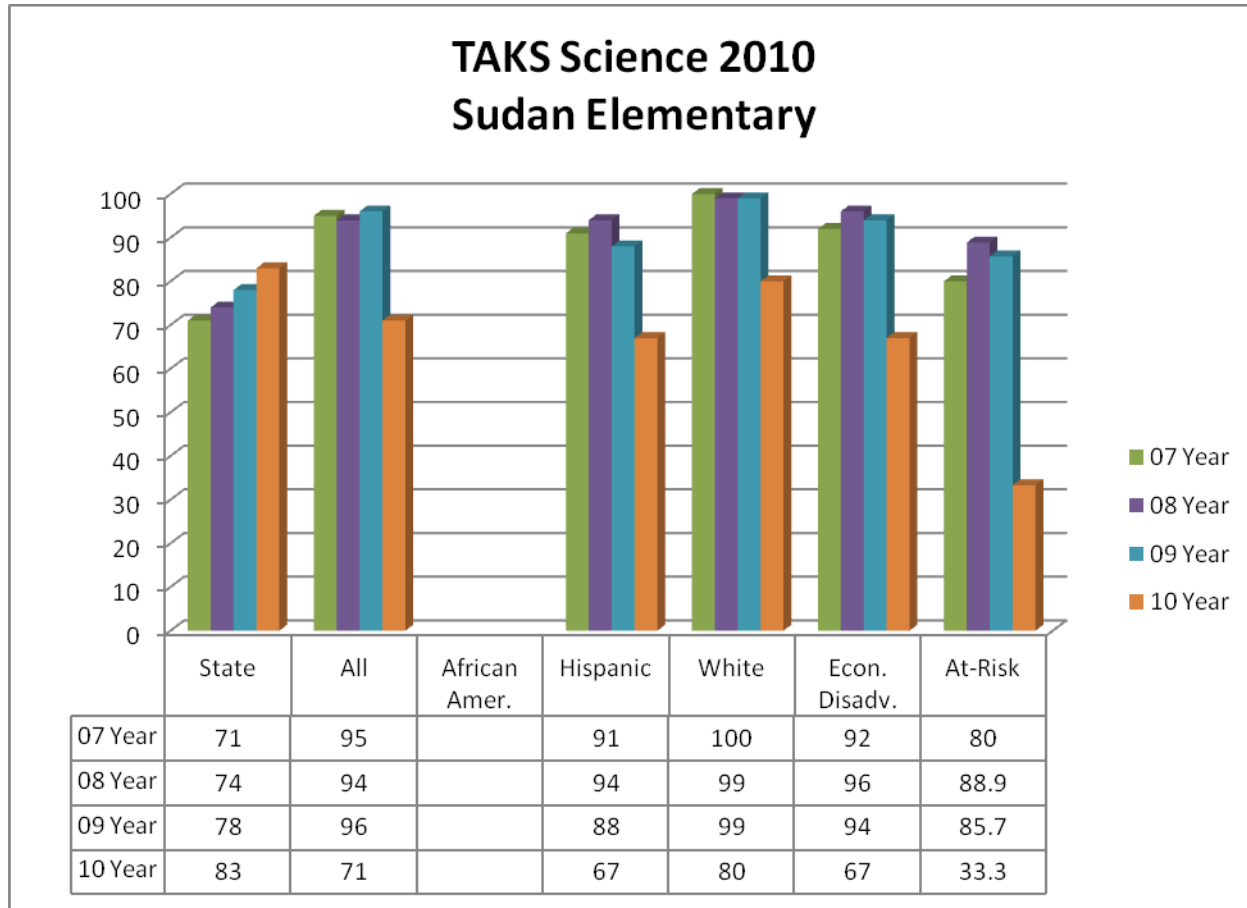


Comprehensive Needs Assessment





Comprehensive Needs Assessment





Comprehensive Needs Assessment

Sudan ISD Progress in Meeting Highly Qualified Teacher Objectives

STATE OBJECTIVES	STATE TARGETS	SUDAN ISD	SUDAN HIGH SCHOOL	SUDAN ELEMENTARY
1. Percentage of Classes Taught by Highly Qualified Teachers				
2009-10	100%	97%	97.33	96.97
2008-09	100%	95.74%	96.97%	93.55
2007-08	100%	98.29%	100%	93.7%
2. Percentage of Teachers Highly Qualified				
2009-10	100%	95.12	94.44	95.65
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				
2009-10	100%	100%	100%	100%
2008-09	100%	100%	100%	100%
2007-08	100%	100%	100%	100%



Comprehensive Needs Assessment

Performance Based Monitoring Analysis System: Performance Summary

Programs	Indicators Below State Standards	Performance Level 2007	Performance Level 2008	Performance Level 2009
<i>Bilingual/English as a Second Language (BE/ESL)</i>	<i>LEP TAKS I-SDAA II Participation Rate</i>	2SA	<i>Indicator deleted</i>	<i>All indicators met standards</i>
<i>No Child Left Behind (NCLB)</i>		<i>All indicators met standards</i>	<i>All indicators met standards</i>	<i>All indicators met standards</i>
<i>Special Education (SPED)</i>	<i>SPED Representation</i>			1
	<i>TAKS Only Participation Rate</i>	1	<i>Indicator deleted</i>	
	<i>SPED Identification</i>	2	1	<i>Indicator deleted</i>
	<i>SPED LEP Representation</i>	3SA	1PJSA	NA PJSA
	<i>SPED Discretionary DAEP Placements to ISS</i>	1	2	0
	<i>SPED Discretionary Placements to ISS</i>			2

⊗ A performance level of 0 indicates the district met the state standard. A 3 is the least desirable score. Any level other than 0 may require program analysis, interventions, and an improvement plan.