

Sudan High School
Campus Improvement Plan

Gordon Martin, Principal



Planning and Decision Making Team

NAME	ROLE
Monty Edwards	Business
Shawnda Martin	Community
Alma Castillo	Parent
Jill VandePol	Parent
Garrett Tully	Social Studies Department
Tonja Edens	Math Department
Jonathan Robertson	Technology
Chrissy Bass	English Department
Leigh Thomason	Science Department
Kelsi Carlson	Vocational Education
Daniel Gutierrez	Special Education
Kayela Harrell	Counselor
Piper Sorenti	Fine Arts Department
Gordon Martin	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 the meets standards rating on the T.A.P.R. testing indicators in order to achieve lifelong success.

Performance Objective 1: The percent of passing STAAR/EOC Math subjects will increase from 80% to 82%.

Performance Objective 2: The percent of passing STAAR/EOC Reading/ELA subjects will increase from 85% to 87%.

Performance Objective 3: The percent of passing STAAR/EOC Writing subjects will increase from 85% to 87%.

Professional Objective 4: The percent of passing STAAR/EOC in Social Studies and Science subjects will increase from 75% to 77% with 70% or higher at meets level.

Performance Objective 5: The number of Sudan High School seniors taking the SAT/ACT will exceed 90% and of those, 50% or more will meet or exceed the criterion score.

Performance Objective 6: Students in Special Programs will reach or exceed state standards as indicated by the T.A.P.R.

Performance Objective 7: 100% of 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.

Performance Objective 1: The percent of retention rates of all students will decrease from 4% to 2%.

Performance Objective 2: The number of referrals to the Principal's office for discipline reasons will decrease from 135 to 110.

Performance Objective 3: Sudan High School will achieve and maintain a 98% or higher attendance rate.

Performance 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

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

Performance 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.

Performance Objective 1: Sudan High School will have a minimum of 6 Parent and Family Engagement meetings throughout the school year so that parents have the opportunity to participate in their child's education.

Target Populations and Special Programs

Economically Disadvantaged
African-American
Hispanic
White
Female
Male
At-Risk
Bilingual/ESL
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
Title IV, Student Support and Academic Enrichment
Program



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Performance Objective 1: The percent of passing STAAR/EOC Math subjects will increase from 80% to 82%.



STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Prioritize TEKS objectives during classroom instruction and provide Tutorials before/after school	Computer Software(IXL) Graphing calculators Study Island; STAAR/EOC consumables Region IV STAAR Master workbooks; College Bridge, Hedgehog Learning;Pre-Algebra, Online Desirius Activities, Lowman Education, Algebra I & II, Geometry Builder, TSI/SAT/ACT Workbook; Desmos; Maneuvering the Middle; Kuta Software SCE-\$4000	Teacher made and Released STAAR/EOC tests for Pre and Post-tests. Benchmark or Interim Assessments in September, December, and March TSI/College Bridge Completion	September through May Testing Date.	Math teachers/Inclusion Staff	Released STAAR/EOC
Teachers and Students will be provided test-taking strategy training.	Local Curriculum Contract Title I, Title II: TPTR	Teacher observation Pre test STAAR/EOC	Daily Instruction STAAR test	Core subject teachers	STAAR/EOC
Provide Review Classes for students not mastering STAAR objectives	Local	Teacher observations	August until May STAAR/EOC	Math teachers/Inclusion Staff	STAAR/EOC



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Performance Objective 2: The percent of passing STAAR/EOC Reading/ELA subjects will increase from 85% to 87%.

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Implement vocabulary & literary element workbooks & applications	Local SCE-\$500	Released STAAR/EOC tests Teacher observations.	August -	ELA teachers Inclusion teachers	STAAR/ EOC
Prioritize TEKS objectives during classroom instruction	Local	Teacher made and Released STAAR tests for Pre-EOC tests.	August through March Testing Date.	ELA teachers Inclusion teachers	Released STAAR/EOC tests.
Train Teachers to provide test-taking strategies	Title I & II - \$500 TPTR	Teacher observation, State Interim, Pre-test STAAR/EOC	Two weeks prior to STAAR/EOC test	Administrator	STAAR/ EOC
Provide reviews with released STAAR/EOC tests and study guides	Local SCE-\$500	Teacher tests	August – April	ELA teachers	STAAR/ EOC
Region curriculum, Study Island Accelerated Instruction Plans	Region Local Title I & II- \$4000	Teacher tests	Quarterly	Teachers	State assessments
Peer Editing	Local	Teacher tests	August-April	Teachers Inclusion teachers	State assessments



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

Performance Objective 3: The percent passing STAAR/EOC Writing subjects will increase from 85% to 87%.

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Prioritize STAAR/EOC writing objectives during classroom instruction	Region material Local TITLE I-\$100 SCE-\$250	Teacher made and Released STAAR/EOC tests for Pre and Post tests.	August through April Testing Date.	ELA teachers Core subject teachers	Released STAAR/EOC tests.
Emphasize the development of writing skills in all classes using STAAR/EOC study guides	STAAR/EOC writing material Local Title I & II-\$300	Use of writing exercises in all classes.	August - May	Entire faculty	STAAR/EOC Writing exams
Provide reviews with released tests and auxiliary reading materials	Local SCE- \$500	Open ended questions and teacher made tests	August – March	ELA teachers	STAAR/EOC



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Professional Objective 4: The percent of passing STAAR/EOC in Social Studies and Science subjects will increase from 75% to 77%.

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Prioritize TEKS objectives during classroom instruction	Interact instructional resources Computer software Region material Title IV SSAEP	Teacher made and Released field tests On-Line resources for test/evaluation	August through May Testing Date.	Social Studies teachers Science Teachers Core subject teachers	Released STAAR/EOC Scores
Provide students and Teachers with training in test-taking strategies	TITLE I - \$100 TII TPTR Curriculum Contract Region 17 ESC Local Title IV SSAEP	T Observation Pre and post tests Benchmark tests	August through May Testing Date.	Administrator to Teachers/ Teachers to Students	STAAR/EOC
Prioritize STAAR/EOC science & social studies objectives during classroom instruction	Local	Pre-post tests T observation Benchmark tests	August - May	Core subject teachers	STAAR/EOC T. Observation
Provide Activity Period for STAAR/EOC preparation and tutorials and Accelerated Instruction Plans	Study Island, Eduphoria, Discovery Education, Measuring Up	3 week placement identification	Year round	Teachers	Study Island, TEKS Coach, Benchmarks, Discovery Education



	Title I & II - \$2000 SCE- \$2000				
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GOAL 1: All students at Sudan High School including the target populations will reach or exceed the state standards for the meets standards rating on the T.A.P.R. testing indicators in order to achieve lifelong success.

Professional Objective 5: The number of Sudan High School seniors taking the SAT/ACT will exceed 90% 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 Study Island Title I & II - \$2000 SCE-\$2000	Observation of students	November	Instructional Staff Counselor	Improvements in overall ACT scores.
Administer pre-ACT & SAT assessments	Local	Pre-ACT 9 th and 10 th grade ACT 11 th and 12 th grade	August-June	Counselor	Test Scores
Utilize computer software during class time. 11 th and 12 th grades	ACT/SAT prep software Title I & II - \$500 SCE- \$500	Computer software assessment. Khan Academy	August – December test date.	ELA teachers	ACT/SAT scores
Use Practice tests	Practice Tests	Practice test scores	August-May	Counselor	ACT/SAT scores
Will provide ACT testing center at High School	Local	Number of Participants	August-June	Teachers Counselor	ACT/SAT scores



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Performance Objective 6: Students in Special Programs will reach or exceed state standards as indicated by the T.A.P.R.

Career and Technology Education (CTE)

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Conduct comprehensive needs assessment (CNA) to determine program strengths/needs <ul style="list-style-type: none"> • STAAR/EOC/Cross Curriculum/Kinetic Learning 	CTE staff	Upon release of AEIS	Local – Spring of each school year	Principal	PBM
Provide vocational & technical education programs to all eligible students	CTE funds - \$3000 Title IV SSAEP SCE- \$5500	Students choice cards	August	School Board administration	Courses schedules
Conduct comprehensive needs assessment & program evaluation to determine effectiveness of CTE programs	CTE funds - \$100 Surveys SCE- \$100	Data disaggregated	May	CTE staff	Annual evaluation of program, individual and collective reports
CTE staff reviews and updates objectives to ensure relevance to business/industry	CTE funds - \$100 Title IV SSAEP	Ongoing review by instructor	Fall Spring	CTE staff	Annual program review and update
Integrate CTE & academic programs through coordinated instructional strategies/experiential learning/skills attainment for in-demand industry/work based	Competitive contests Certifications	Meeting records Written plan to integrate	On-going	CTE staff	Annual evaluation for CTE



STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE EVALUATION
Encourage students to pursue coherent sequence of courses	Local	Choice cards	Spring	Counselor	Courses scheduled
Give students 4 year plan showing coherent sequence	Local	Mid-year review of students plans	Spring	Counselor	Strategies developed
Provide CTE courses	CTE - \$9000 SCE - \$5500	List of courses offered	August	School Board	Number of students with 4 – year plans on file
Recruit & retain Certified/Experienced/teaching in field teachers including minorities	CTE, Local, Competitive Salary Packages	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	Copies of home communications	August-May	Administrator	Correspondence with parent
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 Title IV SSAEP	Course offerings	Year-round	School Board	Students earning licenses/certifications/CTE Credits
Provide transition activities for high school to work/post-secondary education	Local	Agenda	Spring	Administrator	List of senior students participating



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Dyslexia

STRATEGY	RESOURCES	FORMATIVE EVALUATION	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE EVALUATION
Identify students with dyslexia/related disorder & provide services	Local SCE - \$1000	Staff training record	August/ January	Administrator	List of identified students
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 or SPED	Local	List of identified students	Daily	504 Chair	List of students served
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	Faculty	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	CAN	Annual	Faculty	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)

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	STAAR/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	STAAR/TELPAS
Provide staff development research-Based with staff input	ESL ,Title III SSA, SCE - \$1000	Workshop Registration forms	August – July	Administrator	STAAR/TELPAS scores
Send home information to parents in home language.	Software program Local	Communications to parents.	August – May	Administrator	Copies of parents communications



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Homeless

STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
Identify homeless by registration forms	Local	Make teachers aware of students with special needs Modify for each student	August-upon enrollment and as identified	Administration Homeless Liaison Kayela Harrell	Grade reports Teacher findings
Provide resources that may be available for assistance	Local/Governmental contacts for help	Make teachers aware of students with this need	August-upon enrollment and as identified	Administration	Grade reports Teacher findings
Provide flexibility regarding district provisions like proof of residency, immunizations, educational placement, credit by exam, application deadlines, partial credit earned, eligibility for UIL, graduation requirements	Local	Make teachers aware of students with this need Modify for student as needed	August-upon enrollment and as identified	Administration	Grade reports Teacher findings



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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
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 - \$2100	Training schedule	Fall, Spring Summer	Administrator	Training certificates
Revise/update curriculum framework show depth/complexity	Local GT - \$2100	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



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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.	Title I - \$5000 SCE - \$12,350	Progress Reports Teacher observation	August - July	Administrator	STAAR/EOC
Provide tutorial opportunity and curriculum enrichment program for HS students that fail EOC graduation requirements	SCE - \$1000	Progress Reports Teacher observation	August-July	Administrator	STAAR/EOC
Address the drop-out rate and improve student performance	SCE - \$500	Attendance and six weeks grades	August - May	Administrator	Drop-Out Rate
Review & implement policy to identify, enter, and exit students from program	SCE - \$500	Meeting agenda, minutes	September	Administrator	Policy
Identify students meeting state criteria	SCE - \$500	List of students	Upon enrollment	Administrator	List of students in PEIMS
Conduct comprehensive needs assessment including STAAR/EOC, drop-out rate,	SCE- \$500	C N A results	Upon enrollment	Counselor	STAAR/EOC Drop-out rate
8-12 th graders who fail 2 or more subjects will be served by tutorials	SCE- \$500	Report card grades	Year-round	Counselor	End of year grades in all subjects
Provide small class instruction for students needing math acceleration	SCE- \$500 Local	6 Weeks grades	August – May	Math teachers	STAAR/EOC
Students will receive instruction and	WIC.	Nurse	August – May	Counselor	PRS Report



STRATEGY	RESOURCE	FORMATIVE	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE
counseling in pregnancy prevention with abstinence being the primary focus.	CPS. Lamb County Extension	Administrator observation			
Provide students with alternative education program to meet needs of students	SCE- \$500 Local	6 weeks grades	August – July	Administrator	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- \$500 ESL TIII SSA Local	Progress reports LPAC minutes	Year-round	ESL teachers	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	TAPR dropout report
Promote High self-esteem	Character Counts program, TIV SSA	Grades	August – May	Administrator Counselor	TAPR dropout report
Provide program for students in DAEP, expelled, on parole, probation and previous drop-outs	SCE- \$500 \$4,000 for DAEP	Disciplinary records Report card grades	Year-round	Administrator	Completion Rate Discipline referrals
Evaluate at-risk students /compare STAAR/EOC subject Completion rates	SCE- \$500	Disaggregated STAAR/EOC data	Upon receipt of TEA data	Administrator	Evaluation of SCE



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Performance Objective 6: Students in Special Programs will reach or exceed state standards as indicated by the T.A.P.R.

Special Education (SPED)

STRATEGY	RESOURCES	FORMATIVE	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE
Provide parent engagement activities for parents including conferences and school activities	SPED - \$100	Calendar of activities and conference reports	Year round	Administrator	PI Evaluation
Provide research-based staff development with input from staff	SPED - \$100	Staff development calendar	Fall, Spring, Summer	SPED. Dr./ESC	Training Certificates
Ensure all students with disabilities have access to general curriculum through resource/inclusion instruction	SPED – Salary \$31,678	ARD/IEP	Year Round	SPED. Dr./Staff	IEPs
Provide training regarding modification in curriculum	SPED - \$750 Local	Staff development calendar	August-May	SPED. Dr. ESC17	Training certificates
Provide parent engagement opportunities	SPED- teachers	Parent involvement activity calendar	Year round	Counselor/ESC	PI Evaluation
SPED students will receive individualized instructional strategies for STAAR/EOC math, science, ELA, and social studies.	Released STAAR/EOC Math tests.	IEP, posttest, teacher observations, and ongoing repetitive tutorials.	August – May	SPED teacher Regular teacher	STAAR/ EOC or released tests.
SPED students will receive individualized instructional strategies for STAAR/EOC reading.	Study Island Released STAAR material.	IEP/post test scores, Teacher observation	August – May	SPED teacher Instructional Staff	STAAR/ EOC or released tests.
A systematic process for re-referral will be established and consistently utilized.	Pre Referral Committee Referral packet Diagnostician	Pre Referral Committee SPED. Referral forms	Within 30 days of referral dates.	Administrator/ Staff	Staff STAAR/ EOC Pre-Referral packet checklist



STRATEGY	RESOURCES	FORMATIVE	TIMELINE	PERSON RESPONSIBLE	SUMMATIVE
All placement decisions will include an annual determination of LRE	504 Class work assessment 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 Physical Therapist	Varies with student	Determined in ARD	LCSSA	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 8-12 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



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

STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
Conduct Comprehensive Needs Assessment to determine needs and plan instruction <ul style="list-style-type: none"> • Special populations STAAR/EOC • Economically Disadvantaged • AMAOs • PBMAS 	Title I - \$100 RTI	Disaggregated data: STAAR/EOC, AEIS data, Completion Rate SAT/ACT	Fall	Administrator	CIP with comprehensive needs assessment and strategies to meet needs
Plan and implement reform strategies to address needs	Title I, Part A - \$100 ESL, SCE - \$100, Local, Title III - \$100	Lesson plans	Daily	Administrator	STAAR/ EOC Completion Rate
Provide instruction by teachers certified in their field	Title I \$100 Title II \$100, TPTR Technology Local	Personnel records New hires	Year-round as applicable	Administrator Site-base team	Personnel records Equity Survey
Provide research-based staff development that is intensive, sustained for teachers and paraprofessionals	Title I, Part A \$100 Title II, Part A \$100 Title IV Local	Staff development calendar	Year-round	Administrator	Sign-in sheets and training agendas
Use strategies to attract teachers certified in their field	Title I \$100 Local	Calendar of parent involvement	Year-round	Administrator	Sign-in sheets and planning



STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
Plan/implement parent engagement activities aimed at increasing parents involvement especially for parents difficult to involve:	Title I\$100 RTI	activities Meeting agenda	Fall	Administrator	agendas Sign-in sheet Meeting agenda and minutes
Provide Transition from Middle School to High School	Title 1\$100	Career & College Exploration Course SPIN Meeting agendas Course counseling Course opportunities for CTE/certifications/ dual credit	Spring	Administrator	Sign in sheets Student course schedules
Provide Transition from HS to work/post -secondary with <ul style="list-style-type: none"> • Career counseling • Dual Credit Programs • Coordination with employers 	Title I\$100	SPIN Meeting agendas Career Day at SPC Promote use of college days Military recruitment	Spring	Administrator	Sign in Sheets
Use site-base team and staff meetings to get teachers input on use of alternative assessments	Title I\$100	Agenda of meeting	May – August	Site-base team	Staff development calendar
Coordinate and integrate federal/state, local programs	Title I\$100, Title II\$100 Title IV ESL SPED, GT CTE\$100, SCE\$100	Meeting agendas	Weekly	Administrator	Sign-in Sheets and minutes of meetings



STRATEGY	RESOURCES	FORMATIVE	TIMELINE	STAFF RESPONSIBLE	SUMMATIVE
	Local				
Provide Parent Activities <ul style="list-style-type: none"> • Include policy for parent engagement 	Title I\$100 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\$100 SPIN Meetings	Planning agenda	Local	Administrator	AYP current year PBM
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 certified 	Local Title I\$100 RTI	Letters to parents	August - May	Administrator	Notifications on file Parent Evaluation

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Performance Objective 7: 100% of 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 TSDE.	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.

Performance Objective 1: The percent of retention rates of all students will be decrease from 4% to 2%.

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	Administrator	Retention rate as reported on the Administrators annual report.
Summer School will be made available to all students and In-house summer tutoring for STAAR	Pep Summer school, Transportation	Pep summer school enrollment.	June – July	Administrator Counselor	Retention rate as reported on the Administrator annual report

Performance Objective 2: The number of referrals to the Principal’s office for discipline reasons will decrease from 135 to 110.

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.

Performance 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.

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

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	August –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.



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

Performance 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.	Local	Number of staff development hours	June – May	Administrator	School calendar, Sign-in sheets.

Performance Objective 2: Sudan High School teachers will participate in staff development in areas of identified need.

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.

Performance Objective 1: Sudan High School will have a minimum of 6 Parent and Family Engagement meetings throughout the school year so that parents have the opportunity to participate in their child’s education.

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 • 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 Summary (April-May 2024)

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
<i>Student Academic Achievement</i>	Produce more college ready students. Continue student ACT prep work. Improvement in the 8 th Grade STAAR Testing in Social Studies	Currently performing well on State Tests. High graduation percentage.	More inclusion assistance for high rigor of college readiness. Local Funds Supplemental Curriculum Items specifically for the needed areas
<i>Parent and Family Engagement.</i> <i>(Policy Attached as an appendix to this document)</i>	Continue to partner with parents in raising and educating our children	Participation in programs like “Youth in Service” and offering safety programs.	Give student the opportunity to participate in these programs using local funds.
<i>School Safety and Climate</i>	Continue the “WE” approach to our team concept	Family friendly oriented environment.	No funds. “Lead by Example” approach.
<i>Teacher Certification and Experience</i>	Increase salary package for teachers with insurance and incentives	Veteran staff with many being here over 20 years.	Provide Professional Development opportunities that meet the need of staff.



Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
<i>Professional Development</i>	Training in Region Materials. Subject specific topics for each subject taught. Integration of curriculum packages with online/electronic delivery systems.	The incurrent intrinsic drive of the staff to learn.	More Region Materials PD through our ESC using Local funds.
<i>Curriculum, Instruction and Technology</i>	More professional development in Region Materials Assessment tools with needs in ELA. Laptop/Chromebook computers in the hands of our students.	Benchmarking methods. Bell to bell concept teaching. Great wireless internet system; great infrastructure and connectivity; excellent support staff.	Local Funds Additional devices for student use using Federal, State, and Local funds.
<i>Title I Schoolwide Programs</i>	Annual assessment of students.	Our parent involvement practices.	Continue using our parent involvement policies and practices. Federal Funds where applicable.
<i>Title II</i>	Additional staff development trainings in various technology programs, math, science, social studies, and ELA.	Experienced staff with intrinsic drive. Region material accessibility.	Federal Funds where applicable.



Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
<i>Title IV, SSAEP</i>	Purchase, update, and maintain technology needs in the high school. Curriculum for new courses to meet endorsement part of graduation plans	Excellent support staff, great wireless internet system and infrastructure. Ability of teachers to use State/supplemental curriculum in educating students. Currently meeting high standards.	Federal Funds where applicable. Purchase curriculum as needed, technology items for courses as part of endorsements piece of graduation plans.
<i>State Compensatory Education (SCE)/At-Risk</i>	Maintain current technology programs for At-Risk identified population. Continue class size reduction practices. Provide CTE course opportunities for Career/College readiness. Continue the use of extension classes.	We have an advanced technological school with many programs that can help our At-Risk population. We have many transfer students that want to attend our school system.	Renew Study Island. Continue adding to student individual electronic device program using State and Federal Funds. Hiring Aides to help reduce class size stress.
<i>BE/ESL</i>	Continue improvement in our ESL/ELL program.	Knowing the needs of our current ESL/ELL population.	Continue to train staff on relevancy of TELPAS writing samples.



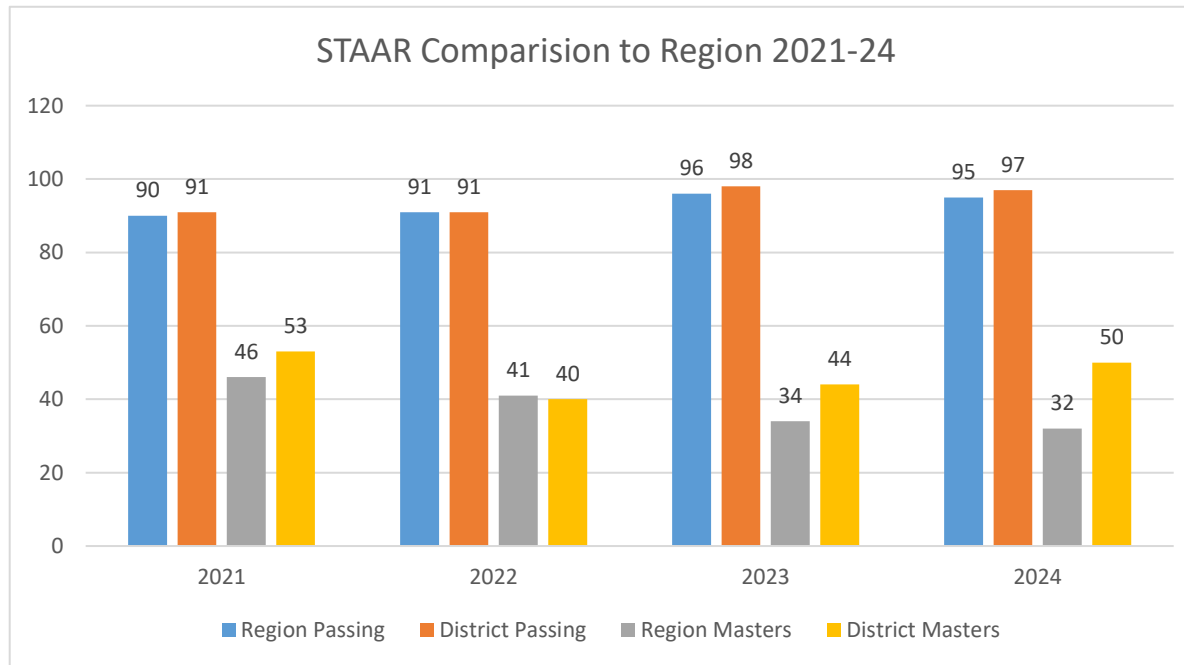
Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
<i>CTE</i>	Curriculum for new courses to meet endorsement part of graduation plan.	Solid teaching staff in these programs. Continue to offer a variety of traditional and non-traditional CTE courses to both genders. Construct Master Schedule to give the student choices in their CTE courses. Continue to let the students choose their CTE courses in High School.	Curriculum for new courses to meet endorsements part of graduation plan. State and Federal Funds.
<i>Special Education</i>	Continue to follow IEP's.	Strong Special Education staff that stays on top of paperwork and student needs.	Purchase of modified curriculum using local funds.
<i>Demographics</i>	Annual assessment of low socioeconomic students/parents and 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 applicable.
<ul style="list-style-type: none"> • <i>Summary of Data Reviewed:</i> • <i>STAAR data; PBMAS data; Teacher observations; TAPR data; ACT score data; Report Card Grades; CTE-Coherent Sequence of Courses/Certifications</i> 			



Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used

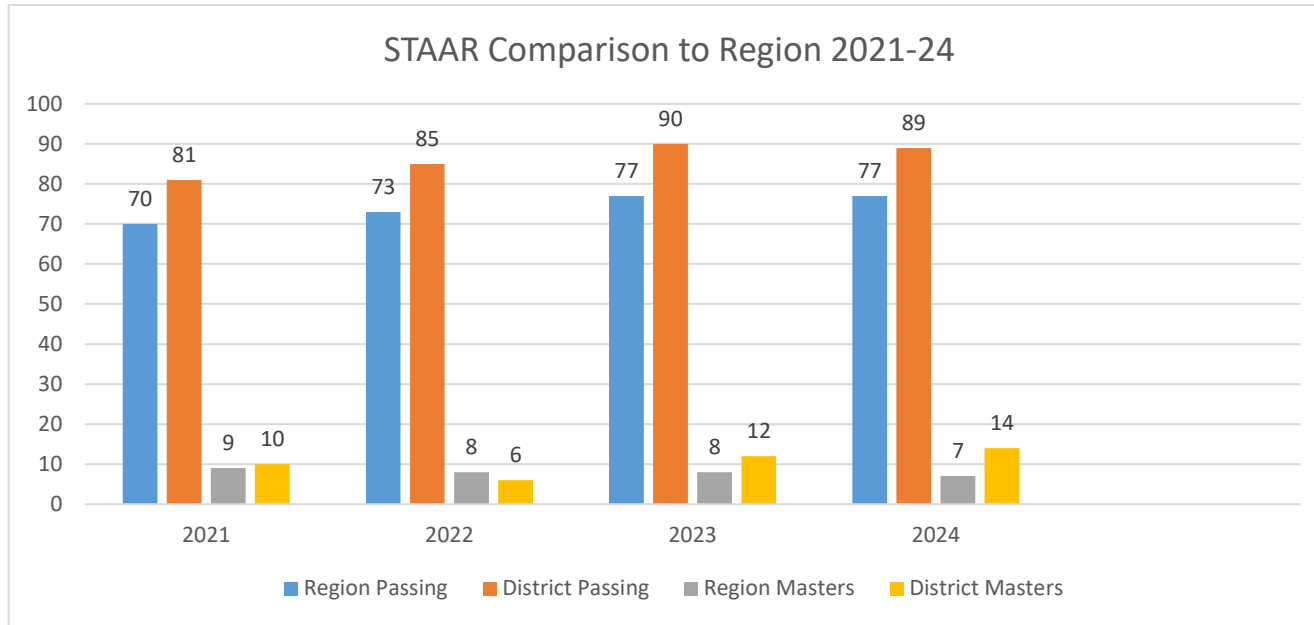


US History EOC



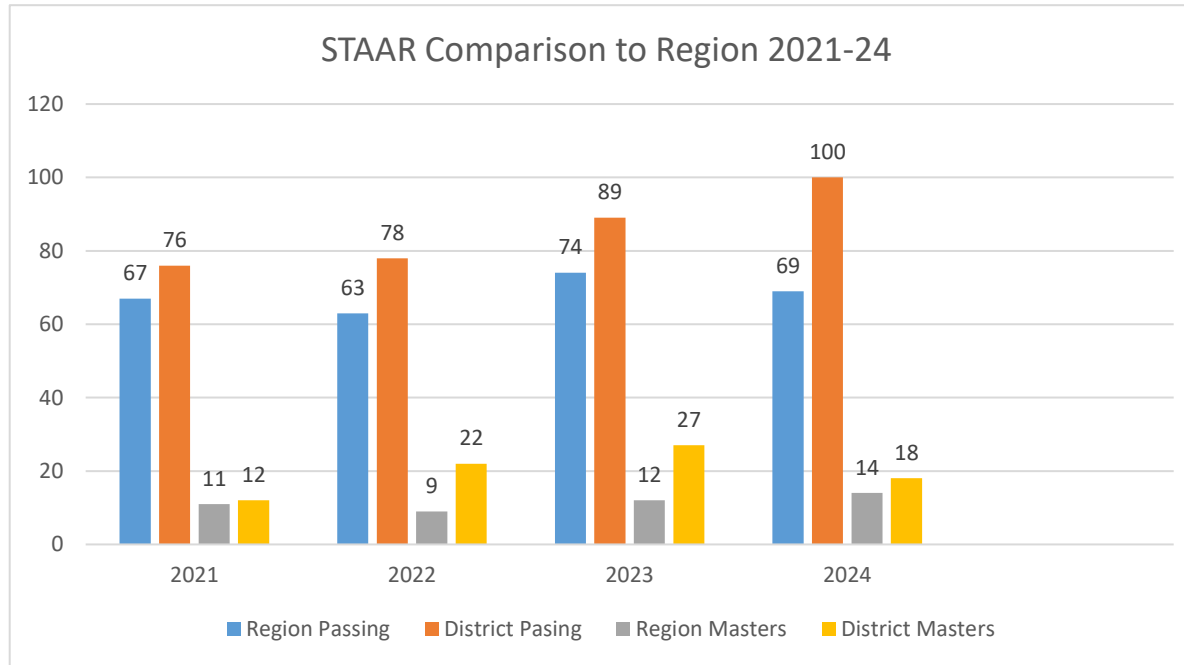


English II EOC



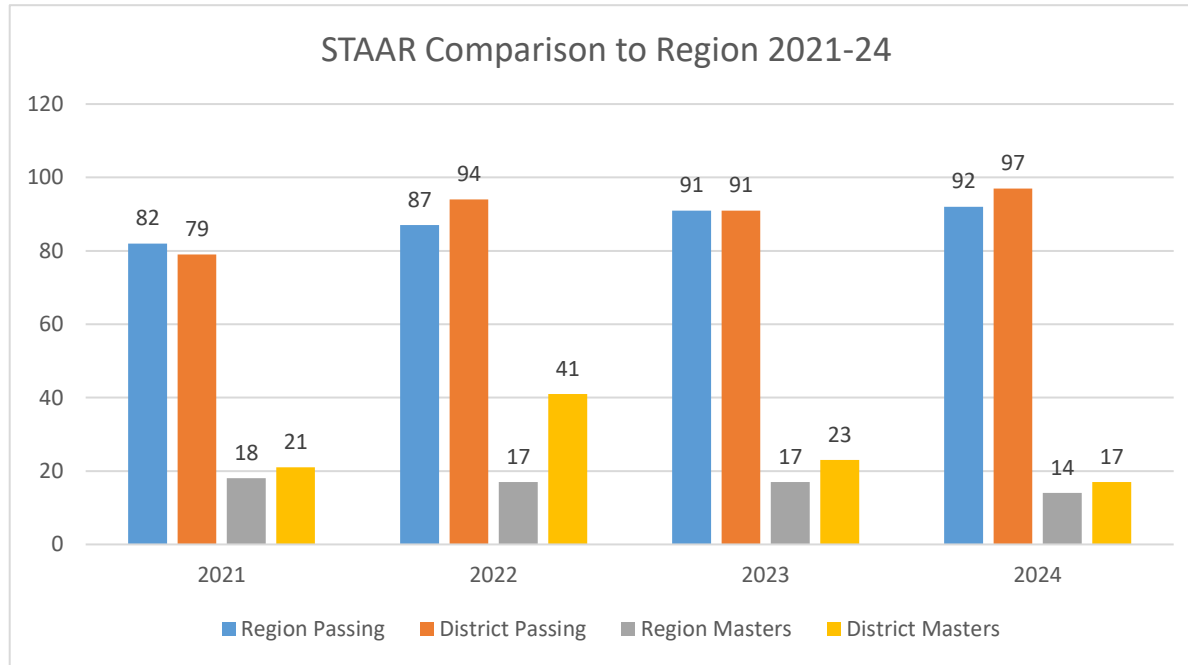


English I EOC



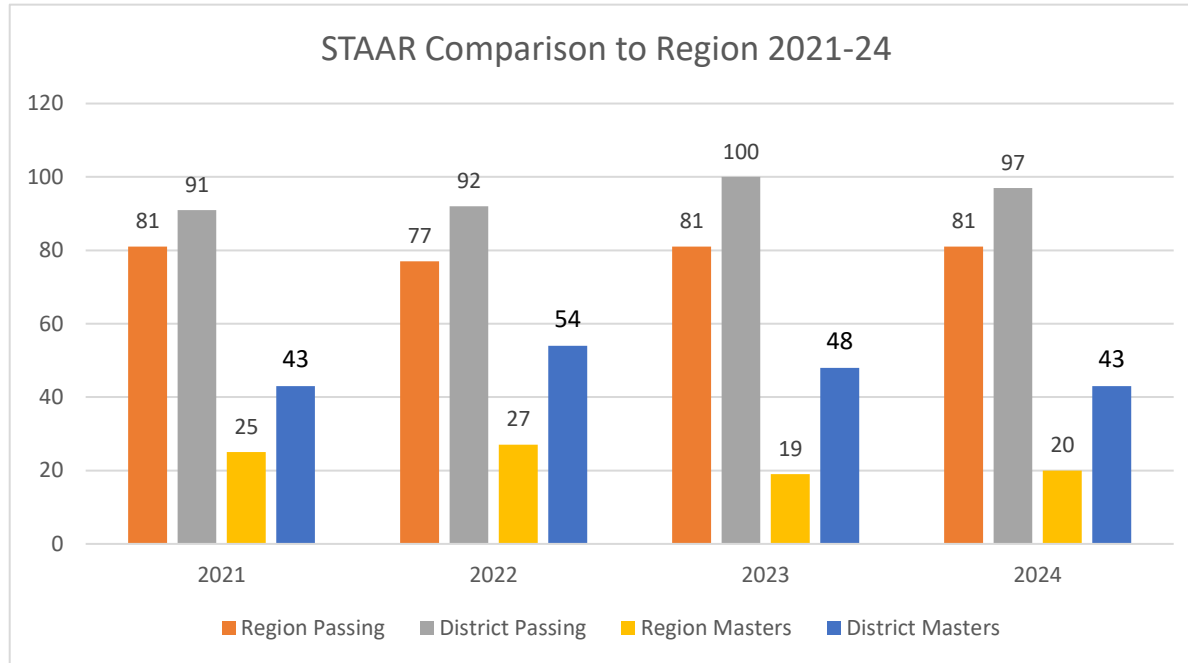


Biology EOC



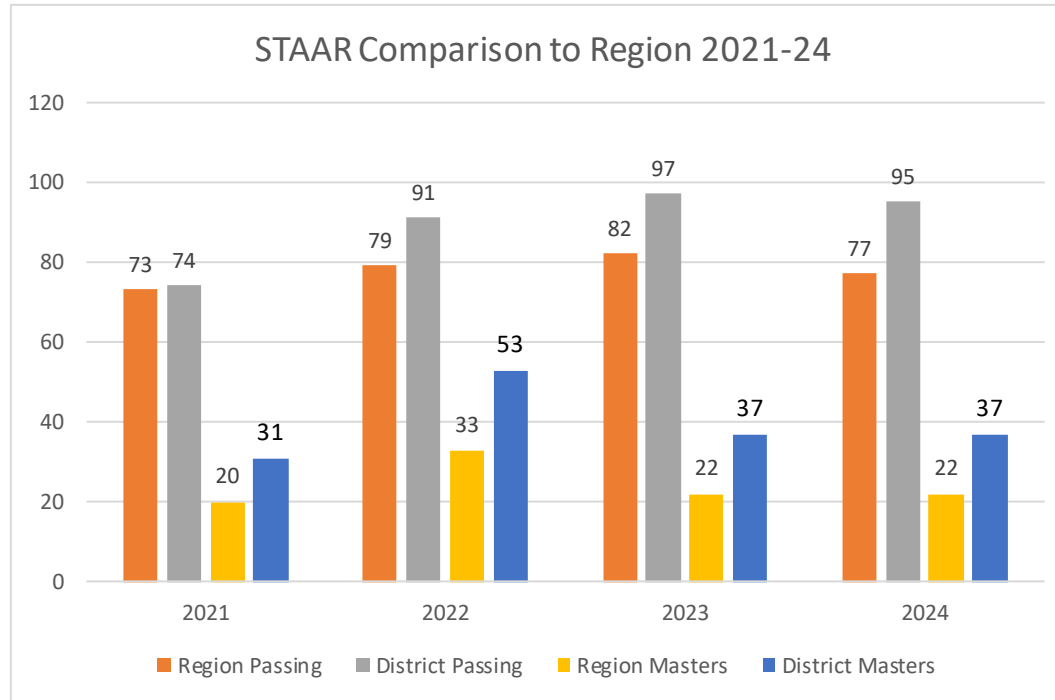


Algebra I EOC



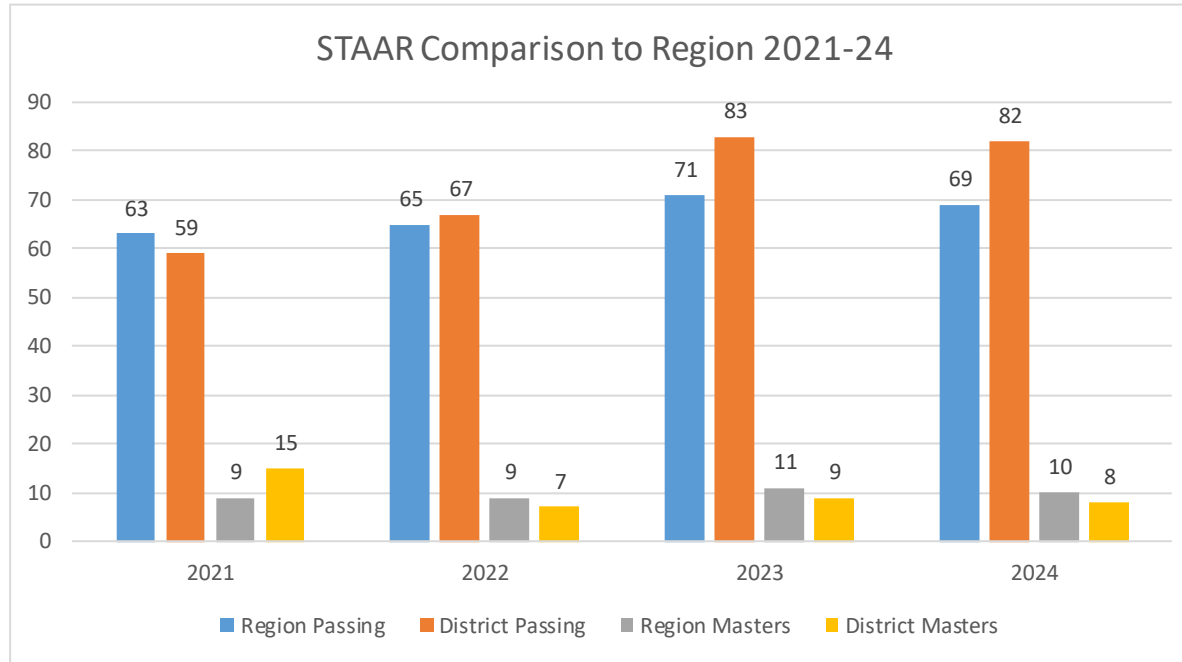


8th Grade Reading



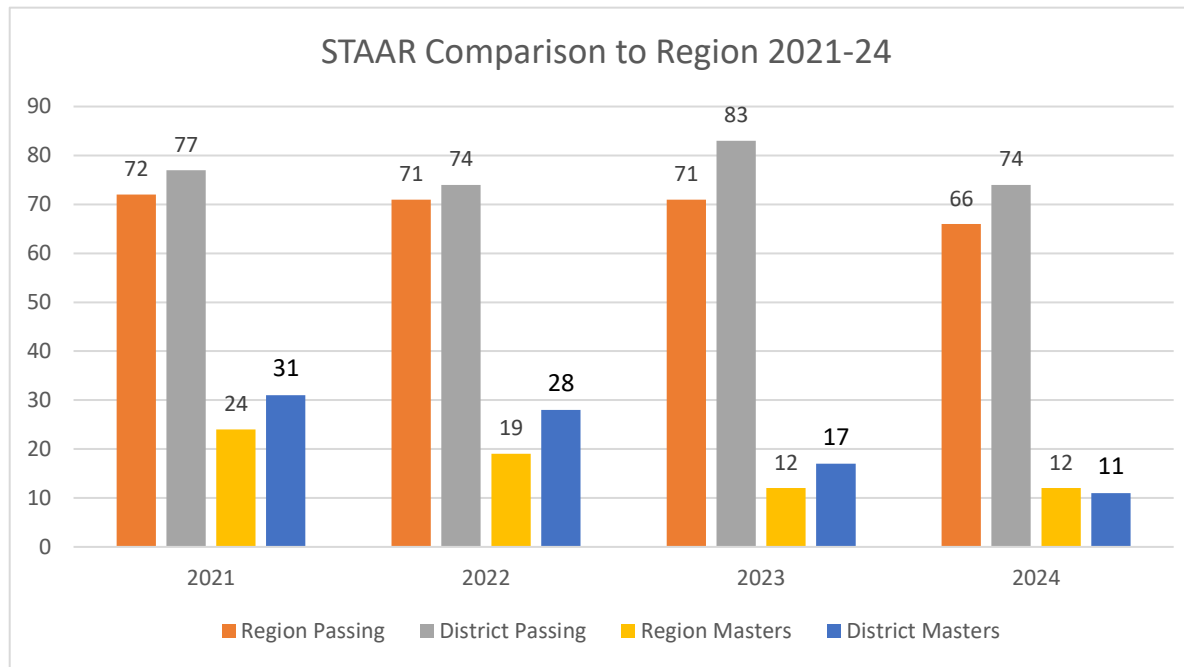


8th Grade Math



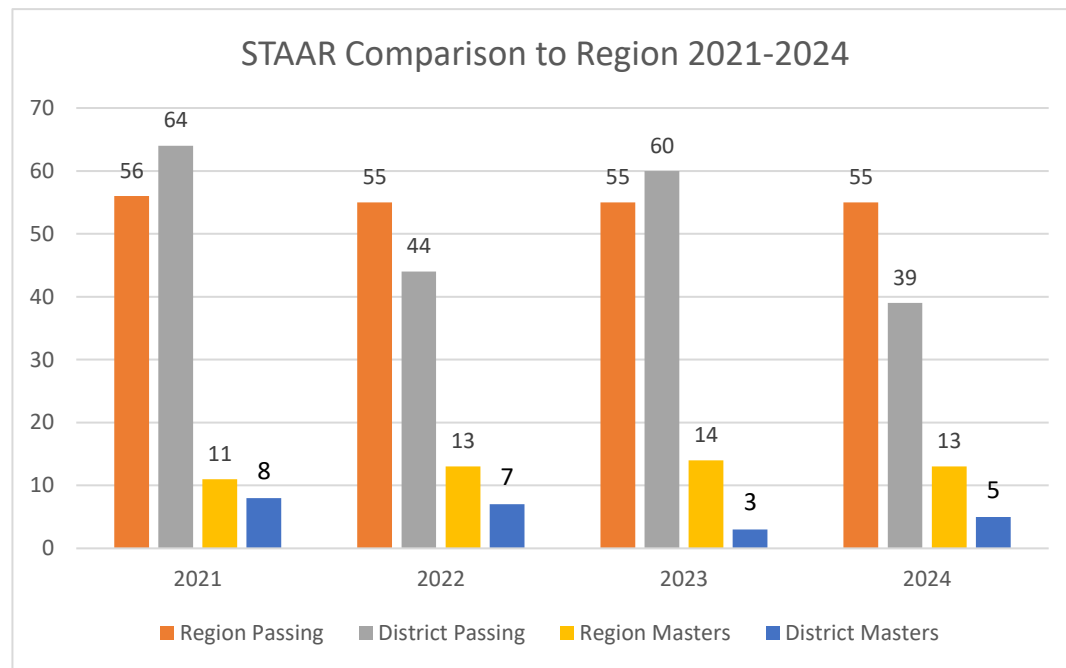


8th Grade Science





8th Grade Social Studies





Sudan High School Campus Parent and Family Engagement Policy 2024-2025

Statement of Purpose

The campus is dedicated to providing quality education for each student. This goal will be accomplished by developing and maintaining strong partnerships with parents. A positive tie between home and school will create a positive learning environment and lead to increased academic achievement.

Policy Development with Parent & Family Engagement

Parents who are representative of our campus diversity will meet to develop the Campus Parent & Family Engagement Policy. Parents will be invited to participate and meetings will be held at times when parents are able to attend.

Annual Meetings for Title I Parents

A minimum of two meetings will be held each year for parents. Parents will be given information on Title I guidelines and parents' rights. Copies of the Parent & Family Engagement Campus Policy will be distributed and parents will be encouraged to become involved in revising and updating the Parent & Family Engagement policy as necessary. Opportunities for parents to become decision-makers in their child's education will be discussed.

Meetings will be held at convenient times and locations for parents with translators present (if needed and requested). Notices of meetings will be sent to all parents.



Building Capacity for Parent & Family Engagement

Parents will have opportunities to be involved and make decisions

Regarding their child's education:

- Parents will assist in planning, reviewing, and improving the School-wide Title I Program and other federal programs combined on the Schoolwide campus
- Parents will plan and help coordinate the campus Parent & Family Engagement Programs
- Parents will identify barriers to effective Parent & Family Engagement and implement strategies to include:
 - Parents with Disabilities
 - Parents with Migrant Status
 - Economically Disadvantaged

The campus staff and administration will:

- Focus on communications with parents using the following methods: home language in the best possible translation, up to date school messenger system (texting option), email contacting, marquee updates, SPIN meetings (reformatted to include elementary and High School information at all meetings), and school social media updates.
- Provide information on the Title I Part A program and curriculum
- Inform parents of the academic achievement level of their child
- Provide information on state assessments and proficiency levels
- Provide materials and training for parents to gain skills to help their children at home through newsletters, parent conferences, links on website, Meet the Teacher night, Back to School night, and various other methods.
- Provide translators at meeting
- Provide Parent Volunteer opportunities
- Hold Parent-Teacher Conferences
- Provide opportunities for participation on Planning and Decision Making Committee
- Send annual surveys – both paper, online, and on social media
- Send Progress Reports
- Provide reasonable access to teachers and the teaching staff
- Notify parents that upon their request they will be provided the professional qualifications of their child's classroom teacher(s) and paraprofessionals
- Provide timely notice to parents if their child is taught for four or more consecutive weeks by a teacher who is not credentialed as defined by federal guidelines



School-Parent Compacts

The campus will continue to develop a written compact annually. The compact will outline the shared responsibility for high academic achievement! Parents are encouraged to sign the compact and the campus will maintain a copy each year.

Evaluating Parent & Family Engagement

Parents will be asked for their input in the annual evaluation of the effectiveness of the Title I Campus Parent & Family Engagement Policy. Recommendations from the surveys to improve the Parent & Family Engagement program will be used to make changes. The policy will be revised on the basis of the annual review.



House Bill 3 Board Outcome Goal

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will be maintained at 90% or higher through August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
90%	90%	90%	90%	90%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		88%	92%					80%	85%				
2021		88%	92%					80%	85%				
2022		88%	92%					80%	85%				
2023		88%	92%					80%	85%				
2024		88%	92%					80%	85%				



CCMR Progress Measure 1

The percent of CCMR students that meet the threshold for CCMR through ACT/SAT for college ready will increase from 29% to 32% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	30%	31%	31%	32%

CCMR Progress Measure 2

The percent of CCMR students that meet the threshold for graduation with an Industry Certification for career ready will increase from 25% to 30% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
25%	27%	28%	29%	30%



CCMR Progress Measure 3

The percent of CCMR students that meet the threshold for CCMR by completing dual credit for college ready will be maintained at 35% or higher through August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
35%	35%	35%	35%	35%



CCMR Progress Measure 1

Used in applicable Campus Plans with campus targets

The percent of CCMR students that meet the threshold for CCMR through ACT/SAT for college ready will increase from 29% to 32% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	30%	31%	31%	32%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		21%	33%						26%				
2021		21%	33%						26%				
2022		22%	34%						27%				
2023		23%	35%						28%				
2024		24%	36%						29%				



CCMR Progress Measure 2

Used in applicable Campus Plans with campus targets

The percent of CCMR students that meet the threshold for graduation with an industry certification for career ready will increase from 25% to 30% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
25%	26%	28%	29%	30%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		13%	42%					0%	18%				
2021		14%	43%					1%	19%				
2022		15%	44%					2%	20%				
2023		16%	45%					3%	21%				
2024		17%	46%					4%	22%				



CCMR Progress Measure 3

Used in applicable Campus Plans with campus targets

The percent of CCMR students that meet the threshold for CCMR by completing dual credit for college ready will be maintained at 35% or higher through August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
35%	35%	35%	35%	35%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020		20%	58%					0%	25%				
2021		20%	58%					0%	25%				
2022		20%	58%					0%	25%				
2023		20%	58%					0%	25%				
2024		20%	58%					0%	25%				

CCMR Targeted Professional Development Plan

We will provide teachers with professional development opportunities to align all CTE courses to maximize certificate opportunities. We will continue to partner with South Plains College to offer articulated college credit through our CTE course offerings. We will continue to offer dual credit opportunities. We will provide ACT testing for junior and senior level students.