
Sudan ISD

District Improvement Plan



Scott Harrell, Superintendent
2015-16

Planning and Decision-Making Team

<i>Name</i>	<i>Role</i>
Misty Garza	Parent
Tara Provence	Business
Stephanie Chester	Community
Sharla Rich	Community
Tim Rodriguez	Community
David Montes	Parent
Justin Bellar	Parent
Neal Kleman	Teacher
Wendy Swarb	Teacher
Cindy Martin	Teacher
Staci Lockhart	Teacher
Jeff Barker	Teacher
Kayela Harrell	Counselor
Jonathan Robertson	Teacher
Jana Synatschk	Teacher
Guthry Edwards	Teacher
Tina Altum	Teacher
Lawrence Altum	Teacher
Mark Scisson	Teacher
Gordon Martin	Principal
DeAnn Wilson	Principal
Scott Harrell	Superintendent/Chair

Sudan ISD Goals and Objectives

Goal 1: All students, including the target populations, will reach or exceed state academic performance standards for a “Met Standard” rating on State accountability in order to achieve lifelong success

Objective 1: All Sudan ISD students, including target populations, will demonstrate increases in student performance on STAAR/EOC Math to meet or exceed state standard

Objective 2: All Sudan students, including target populations, will demonstrate increases in academic performance on STAAR/EOC reading/ELA to meet or exceed state standards

Objective 3: All Sudan students, including target populations, will demonstrate increases in academic performance on STAAR/EOC writing to meet or exceed state standards

Objective 4: All Sudan students, including target populations, will demonstrate increases in academic performance on STAAR/EOC Science and Social Studies to meet or exceed state standards

Objective 5: All Sudan students, including target populations, will take the ACT/SAT and will exceed 70%; and of those, 50% or more will meet or exceed state criterion scores

Objective 6: All Students in Special Programs will meet or exceed state standards as indicated by the TAPR report.

Objective 7: Students will take technology-related courses and use technology in classes that will enable them to be successful members of society

Goal 2: Students will demonstrate behaviors that support academic success

Objective 1: The retention rate will be reduced for all student groups

Objective 2: Sudan will have a reduced number of disciplinary referrals from the previous year

Objective 3: Sudan ISD will achieve and maintain a drop-out rate of 0% for all students and all student groups

Objective 4 Sudan ISD will achieve and maintain an attendance rate of 98% or higher

Objective 5: Students will participate in programs to improve their self-esteem as evidenced by surveys and incident reports

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

Objective 1: Teachers will participate in intensive, sustained, research-based staff development in the areas of technology, TEKS, and STAAR/EOC

Goal 4: Sudan ISD will develop a partnership with parents and all stakeholders to educate students to their highest level of academic success while fostering positive social, cultural, and emotional development.

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

Sudan ISD

Target Populations

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

Special Programs

Career and Technology Education (CTE)
Dyslexia
English as a Second Language (ESL)
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 and Recruiting (TPTR)
Title III: Limited English Proficient (Shared Services Arrangement)



Goal 1: All students, including the target populations, will reach or exceed state academic performance standards for a “Met Standard” rating on State accountability in order to achieve lifelong success.

Objective 1: All Sudan ISD students, including target populations, will demonstrate increases in student performance on STAAR/EOC Math to meet or exceed state standard.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Continue Reading Renaissance (RR) for daily practice reading	Reading Staff	Daily	TIA Local	RR computer Tests STAAR	STAR TPRI
Continue Schoolwide Title I program	Principal	Daily	TIA	6 weeks grades	STAAR TPRI
Schedule 2 periods for reading for PK-3 for intense, individualized instruction as needed <ul style="list-style-type: none"> • Read Naturally • 3 week summer program • Saxon phonics K • Texas Treasures Phonics 1-2 • Waterford reading stations • Study Island • RtI • Brainchild • CScope 	PK-3 T Resource T	Daily and summer	TIA Local	T Observation STAR Early Literacy	TPRI Scholastic School Readiness Star Early Literacy ITBS
Benchmarking	RtI Teacher Teachers	Daily Each 6 Weeks	Local	Teacher Tests	State Assessments



	Reading Teachers	Each 6 Weeks	Local	6 Week Scores	State Assessments
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	STAR
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
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; WebCat	Teacher made and Released STAAR tests for Pre and Post-tests.	January through April Testing Date.	Math teachers	Released STAAR/EOC.
Teachers and Students will be provided test-taking strategy training.	Local Curriculum Contract Title II, TPTR	Teacher observation Pre test STAAR	Two weeks prior to STAAR test	Core subject teachers	STAAR/EOC.
Provide Review Classes for students	Local	Teacher	August until	Math teachers	STAAR



not mastering TAKS/STAAR objectives		observations	TAKS/STAAR		EOC.
Implement vocabulary & literary element workbooks & applications	ELA teachers	Released TAKS tests Teacher observations.	August -	Local	TAKS/STAAR/ EOC
Prioritize TEKS objectives during classroom instruction	Teachers	Teacher made and Released TAKS tests for Pre-and Post- tests.	January through March Testing Date.	Local	Released TAKS tests.
Train Teachers to provide test-taking strategies	Teachers	Teacher observation Pre-test STAAR	Two weeks prior to STAAR test	Title I & II TPTR	STAAR/ EOC
Provide reviews with release STAAR tests and study guides	ELA teachers	Teacher tests	August – April	Local	STAAR/ EOC
WebCat Tests & Study Island Reading Plus	Teachers	Teacher tests	Quarterly	Local	State assessments
Peer Editing	Teachers	Teacher tests	Quarterly	Local	State assessments



Goal 1: All students, including the target populations, will reach or exceed state academic performance standards for a “Met Standard” rating on State accountability in order to achieve lifelong success.

Objective 2: All Sudan students, including target populations, will demonstrate increases in academic performance on STAAR/EOC reading/ELA to meet or exceed state standards.

Strategies	Staff Responsible	Timelines	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
Implement vocabulary & literary element workbooks & applications	Local	Released STAAR tests Teacher observations.	August -	ELA teachers	STAAR/ EOC



Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a “Met Standard” rating on State accountability in order to achieve lifelong success.

Objective 2: All Sudan students, including target populations, will demonstrate increases in academic performance on STAAR/EOC reading/ELA to meet or exceed state standards

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Prioritize TEKS objectives during classroom instruction	Local	Teacher made and Released STAAR tests for Pre-and Post- tests.	January through March Testing Date.	ELA teachers	Released STAAR tests.
Train Teachers to provide test-taking strategies	Title I & II TPTR	Teacher observation Pre-test STAAR	Two weeks prior to STAAR test	Administrator	STAAR/ EOC
Provide reviews with release TAKS tests and study guides	Local	Teacher tests	August – April	ELA teachers	STAAR/ EOC
WebCat 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, including the target populations will reach or exceed state academic performance standards for a “Met Standard” rating on State accountability in order to achieve lifelong success.

Objective 3: All Sudan students including target populations will demonstrate increases in academic performance on STAAR/EOC writing to meet or exceed state standards.

Strategies	Staff Responsible	Timelines	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
Prioritize STAAR writing objectives during classroom instruction	Local TITLE I	Teacher made and Released STAAR tests for Pre and Post tests.	August through March Testing Date.	ELA teachers Core subject teachers	Released STAAR tests.



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Prioritize STAAR writing objectives during classroom instruction	Local TITLE I	Teacher made and Released STAAR tests for Pre and Post tests.	August through March Testing Date.	ELA teachers Core subject teachers	Released STAAR tests.
Emphasize the development of writing skills in all classes using STAAR study guides	STAAR writing material Local	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	Open ended questions and teacher made tests	August – March	ELA teachers	STAAR/ EOC



Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a “Met Standard” rating on State accountability in order to achieve lifelong success.

Objective 4: All Sudan students including target populations will demonstrate increases in academic performance on Science and Social Studies STAAR/EOC to meet or exceed state standards.

Strategies	Staff Responsible	Timelines	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
Prioritize TEKS objectives during classroom instruction	Superintendent/ Board	Summer	Local	Pre-post tests T observation	STAAR/EOC WebCat T. Observation
Provide students and Teachers with training in test-taking strategies	Subject area teachers	Daily	WebCat Study Island	3 week placement identification	WebCat



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Objective 5: All Sudan students, including target populations, will take the ACT/SAT and will exceed 70%; and of those, 50% or more will meet or exceed state criterion score.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
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
Target all ACT/SAT test date for student participation	Counselor Administrator	August-June	Local	Number of students signing up for testing	Number of students taking the ACT/SAT
Provide students with intense preparation prior exams	Mr. Robertson Counselor	November	Local	Observation of students	Improvements in overall ACT scores.



Goal 1: All students, including the target populations will reach or exceed state academic performance standards for a “Met Standard” rating on State accountability in order to achieve lifelong success.

Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

Career and Technology Education (CTE)

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Identify LEP students and provide program to develop proficiency in comp., speaking, reading & composition of English	ESL coordinator	Early Aug. and upon enrollment	ESL, TIII (SSA)	Home Lang. Survey List	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
Conduct comprehensive needs assessment (CNA) to determine program strengths/needs <ul style="list-style-type: none"> • STAAR 	Principal	Local	CTE staff	Upon release of AEIS	Annual CTE evaluation
Provide vocational & technical education	School Board	August	CTE funds	Students	Fully certified staff



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
programs to all eligible students	administration			choice cards	
Conduct comprehensive needs assessment & program evaluation to determine effectiveness of CTE programs	CTE staff	May	CTE funds Surveys	Data disaggregated	Training certificates
Local advisory council reviews and updates objectives to ensure relevance to business/industry	CTE staff	Fall Spring	CTE funds	Mid-year review	Communications for year
Integrate CTE & academic programs	CTE staff	On-going	TECH prep	Meeting records Written plan to integrate	CTE Evaluation
Encourage students to pursue coherent sequence of courses	Counselor	Spring	Local	Choice cards	Program evaluation



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Dyslexia

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Identify students with dyslexia/related disorder & provide services	Local SCE	Staff training record	August/January	Administrator	List of identified students
Provide Herman Method program	Program materials	Written procedures	August	Administrator	STAAR
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 504	504 Committee	Daily	Local	List of identified students	List of students served
Provide research-based staff development for teachers/Lindamood-Bell	Superintendent	Summer	Local	Training scheduled	Teachers training certificates
Ensure teachers have proper certification/endorsements	Superintendent	Spring Summer	Local	List of teachers providing services	Teaching certificates
Provide parent involvement opportunities	Counselor	Quarterly	Local	SPIN meetings	Attendance sign in



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English as a Second Language (ESL)

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Identify and provide all LEP students an ESL program to develop proficiency in comprehension, speaking, reading, and composition of English	ESL teachers	August and upon student enrollment	ESL Local SCE	Home Language Survey List of students	TELPAS STAAR/EOC
Conduct Comprehensive Needs Assessment for students:	ESL staff Principals	Fall	Local	Meeting Agenda and minutes	STAAR/EOC AYP
Reduce number of parent denials for program	Principals	August – May	Local	List of denials	List of parent denials
Provide research-based staff development for teachers and paraprofessionals	Principals	August – May	ESL Local	Training scheduled	Sign-in sheets for training
Send communications to parents in home language of parents as appropriate	Superintendent	Year-round	Local	Communications	Communication to parents
Recruit/retain highly qualified ESL staff including minorities	Superintendent	Summer	Local	ESL teacher certifications	Endorsements for ESL
Provide parent involvement opportunities	Counselor	Quarterly	Local	SPIN meetings scheduled	Attendance sign in sheets



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Gifted and Talented (GT)

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Offer advanced placement classes in High school	GT Coordinator	August – May 2007	Local Teacher training	Number of classes offered	Number GT enrolled in AP classes
Modify in grades K – 12 for GT students	Counselor	August – May	Local	Lesson plans	PDAS STAAR/EOC
Participate in Level I ESC Cooperative	Superintendent	August – May	GT funds Local	ESC G/T activities	STAAR/EOC
Continue to update policy	Administrator	August	Local	Agenda	Policy update
Provide parent involvement opportunities	Counselor	Quarterly	Local	SPIN meetings scheduled	Attendance sign in sheets
Provide 6 hours annual update for professional staff	Supt.	Fall	Local	Training scheduled	Hours



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Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

State Compensatory Education (SCE) SCE funds will be coordinated with Title I funds at the two Schoolwide campuses with 40% or more low-income percentage to serve at-risk students. Summary totals: \$ FTEs

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Develop policy to identify, enter, and serve students who are at-risk	Superintendent	August	Local	Policy draft	Policy
Determine campus and district SCE budgets and document in plans	Superintendent Principals	August	SCE \$and FTEs for Schoolwide campus programs	Budgets	DIP CIPs
Continue to encourage enrollment in career-technology programs	At-Risk coordinator	August – May	CTE Local	Number of students enrolled	Students enrolled
Provide PEP alternative campus (academic) for students with special needs	Counselor	August –May	\$ SCE Local	Students enrolled at PEP	Students enrolled at PEP and graduation rate/GED
Provide DAEP for students	Principals	August – May	\$ SCE Local	Students assigned to DAEP	End of year grades/STAAR/EOC
Provide tutorials	Principals	August – May	SCE/Local	Students enrolled	STAAR/EOC



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Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

SCE, Continued

Strategies	Resources	Formative Evaluation	Timelines	Staff Responsible	Summative Evaluation
Evaluate At-Risk program by comparing at-risk group to all student group in reading, math, writing, and Completion Rates	Local SCE	Report card grades	May	Superintendent Principals	STAAR/EOC/ reading/math and completion rate chart of at-risk and all other student
Provide research-based staff development for teachers concerning at-risk strategies	Local SCE	Training schedule	August – May	Counselor	Sign-in sheet for training sessions
Provide counseling/instruction in pregnancy prevention/abstinence	Local Lamb County Extension service	Principal observations	August – May	Counselor	PRS report
Encourage pregnant students to remain in school and also provide homebound instruction as needed	Local SCE	Number of students remaining/ receiving instruction	As needed	Counselor	Percent of pregnant/parenting students graduating



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Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

Special Education (SPED)

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Ensure students with disabilities have access to general curriculum	SPED teachers	August – May	SPED Local	ARD/IEP	Student schedules
Provide individualized instruction on STAAR/EOC subject areas	SPED teachers	August – May	Release tests SPED	Release Tests	STAAR/EOC
Establish timeline for evaluation: Systematic process for pre-referral is established	SPED teachers	August – May	Referral packet SPED	Grades	ARD records
Establish least restrictive environment and placement decision to include annual determination of LRE	SPED teachers	August – May	SPED		ARD records
Consider related services based on student needs	Principals SPED Co-op	August – May	SPED Co-op	Testing results/observations	ARD meeting minutes
Provide research-based staff development with staff input including: <ul style="list-style-type: none"> How to modify curriculum 	Training calendar	SPED Local	Administrator	As scheduled	Training certificates



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
• Pre-Referral Process					
Provide Parent Involvement opportunities for parents to participate in school activities	SPED Dr.	Monthly	Local	SPED Dr.	Sign in sheets
Put operating guidelines and tracking system in place as Timeline for Reevaluation	SPED Director	August – May	SPED policy and procedural manual	Eligibility folders	Review of re-evaluation ARDs
SPED students will show improvement on STAAR/EOC, or other alternative assessment	SPED teachers	August – May	SPED Local	Grades	STAAR/EOC TPRI,



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Objective 6: All Students in Special Programs will meet or exceed state standards on the STAAR/EOC or alternative assessments.

Title I, Part A: Schoolwide Title I Program

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Incorporate the ten Schoolwide Components at both campus programs	Principal	Aug.-May	Title I	CIP	CIP
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction <ul style="list-style-type: none"> • STAAR/EOC for Special populations • AYP for Economically Disadvantaged • Annual Measurable Achievement Objectives (AMAOs) for Limited English Proficient students • % of Teachers who met highly qualified standards 	Administrators	Fall	Local	Meeting agenda	STAAR/EOC AYP AMAO
2) Plan reform strategies to address needs <ul style="list-style-type: none"> • Focus: Economically disadvantaged 	Site-Base Team, Chair	Quarterly	Title I, TIIA TIID, TV, TIC, ESL, SCE,	Caps and strategies	STAAR/EOC



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Focus: At-Risk Include extended day / year 					
3) Provide instruction by highly qualified staff: <ul style="list-style-type: none"> Teachers highly qualified in core subject area Assist teachers with exam preparations and use federal Title funds to pay for exams Provide incentive pay and benefits above state average to attract and retain HQ teachers Paraprofessionals hired after 1/8/02 will be qualified when hired 	Superintendent	Quarterly	Title I, TIIA	CIPs and strategies	STAAR/EOC HQ Compliance Report
4) Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> Maintain/retain 100% of classes will be taught by highly qualified teachers 	Principals	Staff Development Days	Title I, local, TIIA, TIID,	Staff Development Calendar	STAAR/EOC
5) Attract and retain highly qualified teachers to high needs campus	Administrators	Summer	Local Title I, TII TPTR	Personnel Files	Personnel Files
6) Increase parent involvement with SPIN Meetings /activities planned <ul style="list-style-type: none"> Designed to improve student academic achievement 	PI Coordinator	Monthly	Title I, Local	PI Events	PI Evaluation



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Designed for parents to have opportunities to participate in decisions regarding their child's education 					
7) Assist pre-school/Head Start children to next grade with visitation time for kids & parents	Elem. Principal	May	Title I	Event planned On calendar	Sign-In sheet
8) Provide for Teachers input on all alternative academic assessments to be used	Principal	Fall	Local	Meeting agenda	T Input
9) Identify students who need extra assistance to meet state standards	Lead teachers	Each reporting period	Title I	List of identified students	STAAR/EOC
10) Coordinate & integrate federal/state/local programs	Principals	August Through May	Title I/ TIIA TIID/ESL CTE/TIVA GT/SCE SPED/ Local	Meeting agendas	STAAR/EOC
Evaluate Parent Involvement program <ul style="list-style-type: none"> Involve parents 	Principal	Spring	Title I	SB Meeting Agenda	Evaluation results
Review Parent Involvement policy <ul style="list-style-type: none"> Developed & agreed upon by parents Copies distributed 	Administrator	Summer	Local	Meeting agenda	Policy



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Objective 7: All Students will take technology-related courses and use technology in classes that will enable them to be successful members of society.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Provide opportunities for using computers in classroom work	Principals	Year-round	Local Tech Lab	Lesson Plans	Lesson Plans
Require 8 th graders to take word processing	Counselor, Administrator	August	Local Technology	Student schedules	Student schedules
Require all students to take one technology applications course before graduation	Counselor, Administrator	Year-round	Local	Four year plans	Transcripts



Goal 2: Students will demonstrate behaviors that support academic success.

Objective 1: The retention rate will be reduced for all student groups.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Ask Parents/community volunteers to tutor one-on-one for specific needs of students	Principals		Local	List of volunteers	Promotion rate
Set up daily tutoring as needed	Principals		Local Title I SCE	Attendance at tutorials	Promotion rate
Provide optional summer program for acceleration and enrichment	Principal		Local SCE	Attendance	Promotion rate/ AR points accumulated

Objective 2: Sudan will have a reduced number of disciplinary referrals to principals from the previous year.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Rewards will be provided for students for good behavior (field trips in the Spring)	Principal	May	Local	Referrals	Referrals
Involve parents as partners in education	Principals	Year-round	Local	Discipline referrals	Discipline records



Goal 2: Students will demonstrate behaviors that support academic success.

Objective 3: Sudan ISD will achieve and maintain a dropout rate of 0% for all students and all student groups.

Strategies	Staff Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Offer vocational and tech-prep courses	Principal	August – May	Local CTE SCE	Number of students enrolled	AEIS dropout rate
Promote self-esteem	Counselor	August – May	Character Counts Local	Grades	Dropout rate

Objective 4 Sudan ISD will achieve and maintain an attendance rate of 98% or higher for the 2014-15 school year.

Strategies	Staff Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Send letters to parents of excessive absences	Principals	Year-round	Local	Letters sent home	End of year attendance report
Recognize outstanding attendance by presenting awards and incentives—	Principals	August – May	Local	Six weeks attendance	Awards and incentives given



Goal 2: Students will demonstrate behaviors that support academic success.

Objective 5: Students will participate in programs to improve their self-esteem as evidenced by surveys and incident reports.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
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 	Superintendent Counselor	Year-round	Local TIV	Training calendar Handouts	PEIMS incident records Training certificates Surveys
Adopt policy & procedures for areas above to address: <ul style="list-style-type: none"> • Counseling needs • Awareness education • Training 	Superintendent	Fall	Local	Policy & procedures	Training certificates Counseling Log Policy
Suicide prevention/conflict resolution training will be provided for all students.	Counselor	Year-round	Local Title IV	Referrals	Discipline reports
Participate in Peer Mediation training	Counselor	August – May	ESC 17	Student participation	Surveys
Improve student fitness and health	Principal, Nurse	Each 6 weeks	PE Curriculum	Curriculum	Fitness gram scores



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
<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			PE teachers	guides Fitness gram data entry	With increase from previous year



Goal 3: Sudan teachers will be provided technology and professional development to ensure student academic success.

Objective 1: Teachers will participate in intensive, sustained, research-based staff development in the areas of technology, TEKS, and STAAR/EOC.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Provide staff development in the following areas: <ul style="list-style-type: none"> • Electronic grade book, • Desktop publishing, • Word processing • Power point, • Internet use, 	Technology directors	June – May	Local Title I Title II, Part D: Technology	Training scheduled	Teacher sign-in sheets
Provide TEKS staff development (implementation & curriculum alignment)	Principal	Year – round	Local Title II, Part A: TPTR contract Title I	Training scheduled	Teacher training certificates
Provide training in coordination of program	Superintendent	August – July	Local	Training scheduled	Training sign-in sheets
Provide training in core subjects	ESC 17	August – July	Title II Curriculum Contract	Training scheduled	Attendance certificates



Goal 3: Sudan teachers will be provided technology and professional development training to ensure student academic success.

Objective 2: Teachers will participate in intensive, sustained, research-based staff development.

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Provide training in <ul style="list-style-type: none">• Safe, drug free curriculum• Suicide prevention• Conflict resolution• Violence prevention• Integration of technology in instruction & administration• Discipline management	Administration, Counselor	August – June	Local	Training scheduled	Sign-in Sheets
Determine staff development needs based on state assessment data: (STAAR/EOC, TELPAS, TPRI)	Principals	August	Local	Staff meeting to look at campus and district student needs	Survey Results and staff development plan



Goal 4: Sudan ISD will develop a partnership with parents and all stakeholders to educate students to their highest level of academic success while fostering positive social, cultural, and emotional development.

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

Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings for Planning and Decision Making Team (Parents/business/community/staff collaboration)	Chair	Quarterly	Local	Meetings scheduled	Sign in sheets
Encourage parents and community to attend Parent Information Network Meetings (SPIN)	Principals	Quarterly	Local	Meetings Scheduled	Sign-in sheets
Inform parents of <ul style="list-style-type: none"> • State assessments • Proficiency levels required • General Curriculum • Higher education admissions • Financial aid opportunities • Teach for Texas grant Curriculum choices for success beyond HS	Principals, Counselor	August – May	Local Title I	Schedule of events	Sign-in Sheets Parent surveys
Hold Parent-Teacher conferences	Counselor Principals	September – May	Local	Conferences scheduled	STAAR/EOC Parent Sign-in Sheets



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Continue PK Program for 4 year old students	Superintendent	August – May	Local Title I	Program activities	STAR and readiness tests
Inform parents of state assessments, proficiency levels, and local assessments	Superintendent	Spring	Local	Meeting scheduled	Sign-in Sheet Minutes of meetings
Provide parents with information on the following: <ul style="list-style-type: none"> Higher education admissions Financial aid opportunities TEXAS grant Teach for Texas grant Curriculum choices for success beyond high school 	Counselor	September Spring	Local	Meetings scheduled	Parent Surveys
Survey parents to evaluate: <ul style="list-style-type: none"> School climate Special programs Parent involvement 	Principals		Local		Survey Results STAAR/EOC



Comprehensive Needs Assessment

<i>Area of Review</i>	<i>Needs</i>	<i>Strengths</i>	<i>Priorities & How Federal/ State Local Funds will be used</i>
<i>Demographics</i>	Continue to address low socioeconomic and Hispanic math and science scores.	Reading, writing, and social studies scores continue to excel in all subgroups. Continue to address the needs of parents with SPIN meetings and parent/teacher conferences.	Continued emphasis on technology for At-Risk and all sub groups. Federal funds for one-on-one and small group reinforcement of skills and objectives.
<i>Special Program: Title I Schoolwide</i>	Continue to assess the needs of at risk students; Provide HQ instructional aides on Elementary campus to work with at-risk students needing acceleration	Enhanced technology through Title programs. Parent involvement including SPIN meetings and parent/teacher conferences.	Technology and enrichment resources
<i>Special Program: CTE</i>	Update current curriculum for new courses to meet endorsements part of graduation plan. Explore possibility of moving Career Prep class from 8 th grade to 9 th grade for PBMAS purposes.	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 students choices in their CTE courses. Continue to let the student choose their CTE courses in High School.	Purchase curriculum for new courses to meet endorsements part of graduation plan using State and Federal funds.



<i>Special Program: English Language Learners</i>	Continue improvement in our ELL program. To continue to increase parental involvement.	Knowing and understanding the current ESL population and ways in which to instruct them effectively.	Continue to train staff on relevancy of TELPAS writing samples and professional development. Local & TIA
<i>Special Program: At-Risk</i>	Continue to assess the needs of at risk students, especially in regard to math and science. Small class sizes when we can. Assistance for parents.	Enhanced technology resources for at risk students along with effectively addressing the needs of at-risk students and their parents through instruction, assessment, and parental involvement conferences.	Technology and enrichment resources. Federal and State funds.
<i>Special Program: SPED</i>	<ul style="list-style-type: none"> Continue to follow IEP's. Purchase Inclusion curriculum where needed. 	<p>Closely following IEP and modification sheets.</p> <ul style="list-style-type: none"> Teachers and staff are aware of instructional strategies that enhance the learning of all students including those with special needs. 	<ul style="list-style-type: none"> Lamb County SPED Coop funds.
<i>Academic Achievement</i>	<p>To provide aides for tutoring and small group acceleration; To maintain high scores in all STAAR subjects.</p> <p>To increase all students' math and science scores</p> <ul style="list-style-type: none"> To improve results for At-Risk students including English Language Learners, 	<ul style="list-style-type: none"> Currently performing well on State Tests. High graduation percentage. ELA STAAR scores 	<ul style="list-style-type: none"> Continued emphasis on technology and assessment programs Local and Federal funds.



	<p>students with disabilities and students in poverty.</p> <ul style="list-style-type: none"> Produce more college ready students. Continue student ACT prep work. 		
<i>Curriculum</i>	<p>To continue to align the TEKS with curriculum taught in classrooms.</p> <ul style="list-style-type: none"> Vertically align curriculum between grade levels. Curriculum for new courses to meet endorsements part of graduation plan. 	<ul style="list-style-type: none"> Ability of teachers to use State/supplemental curriculum in educating students. Currently meeting high standards. Benchmarks and assessments are closely monitored to ensure alignment between TEKS and curriculum is occurring. 	<ul style="list-style-type: none"> Purchase additional curriculum as needed for new CTE courses for endorsements part of graduation plan using state funds.
<i>Instruction & Assessment</i>	<p>To maintain quality instructional strategies and assessments for the academic improvement of all students.</p> <p>To continue to align the TEKS with curriculum taught in classrooms.</p> <ul style="list-style-type: none"> Vertically align curriculum between grade levels. More professional 	<ul style="list-style-type: none"> Benchmarking methods. Bell to bell concept teaching. <p>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 need. Benchmarks and assessments are closely monitored to ensure alignment between TEKS and curriculum is occurring.</p>	<ul style="list-style-type: none"> Local funds.



	development in Region Materials Assessment tools with needs in ELA.		
<i>Staff Quality, Recruitment, Retention</i>	<ul style="list-style-type: none"> We currently are not 100% HQ. 	<ul style="list-style-type: none"> Veteran staff with many being here over 20 years. 	<ul style="list-style-type: none"> HQ status using Federal funds.
<i>Professional Development</i>	<ul style="list-style-type: none"> More Eduphoria and technology training. Training in Region Materials. 	<ul style="list-style-type: none"> Teachers are encouraged to attend professional development in their core subject areas as well as any other area of necessity. 	<ul style="list-style-type: none"> More Eduphoria PD through our ESC using Local funds.
<i>Family and Community Involvement</i>	<ul style="list-style-type: none"> Continue to partner with parents in raising and educating our children. <p>To build capacity and outreach to all parents of students.</p> <ul style="list-style-type: none"> To assist parents in ways to help their students at home. 	<ul style="list-style-type: none"> Participation in programs like “Youth in Service” and offering safety programs like “RAB.” (Remember Alex Brown) <p>SPIN meetings are fairly well attended. The school includes all parents in school activities and functions. Information is provided to parents in their native language.</p> <ul style="list-style-type: none"> Parents are given information on state assessments and proficiency levels. 	<ul style="list-style-type: none"> Give student the opportunity to participate in these programs using Local funds.



<i>School Culture, Climate & Organization</i>	<ul style="list-style-type: none"> School Vision 	<ul style="list-style-type: none"> Family friendly oriented environment. <p>Positive culture and climate is attained through focusing on positive and affirmative behavior. Random acts of kindness are rewarded.</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Local funds as needed
<i>Technology</i>	<p>To continue to provide technological assistance to staff.</p> <p>To continue to provide technological instruction to students and staff.</p> <ul style="list-style-type: none"> More laptops in the hands of HS students 	<ul style="list-style-type: none"> Great wireless internet system; Great infrastructure and connectivity; Excellent support staff. 	<ul style="list-style-type: none"> Possible laptops for staff using Federal, State, and Local funds. Federal, state, and local funds as needed for additional technology and/or programs.
<p><i>Summary of Data Reviewed:</i></p> <p><i>AYP data; TAKS data; PBMAS data; NCLB data; Teacher observations; AEIS data; ACT score data.</i></p>			