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# Sudan ISD

## District Improvement Plan



*Bo Lance, Superintendent*  
2011-12

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### Planning and Decision-Making Team

<i>Name</i>	<i>Role</i>
Mary Montes	Business
Monty Edwards	Business
Patsy Fisher	Community
Sharla Rich	Community
Cheryl Kinnie	Community
Terry Peck	Parent
Joe Gonzales	Parent
Vickie Jurado	Parent
Wendy Swarb	Teacher
Leslie Johnson	Teacher
Rachel Lopez	Teacher
Kayela Harrell	Counselor
Jonathan Robertson	Teacher
Jana Synatschk	Teacher
Patrick Odom	Teacher
Tina Altum	Teacher
Lawrence Altum	Teacher
Mark Scisson	Teacher
Scott Harrell	Principal
DeAnn Wilson	Principal
Bo Lance	Superintendent/Chair

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## Sudan ISD Goals and Objectives

### **Goal 1: All students, including the target populations, will reach or exceed state academic performance standards for an “Exemplary” rating on the AEIS 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 on STAAR/EOC or Alternative assessment

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

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## 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 an “Exemplary” rating on the AEIS 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 STAR	STAAR 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"> <li>• Read Naturally</li> <li>• 3 week summer program</li> <li>• Saxon phonics K</li> <li>• Texas Treasures Phonics 1-2</li> <li>• Waterford reading stations</li> <li>• Provide Leapfrog Literacy Centers for at-risk</li> <li>• Earobics</li> <li>• Study Island</li> <li>• RtI</li> <li>• Brainchild</li> </ul>	PK-3 T Resource T          RtI Teacher	Daily and summer          Daily	TIA Local	T Observation STAR Early Literacy	TPRI Scholastic School Readiness Star Early Literacy ITBS
Involve Parents	Teachers	Each 6	Local	Renaissance	STAAR



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Send STAR Reading Reports</li> <li>• Renaissance Reports</li> <li>• TPRI Reports</li> <li>• Study Island Reports</li> </ul>		weeks		Reports	
Notify parents of PK program for eligible students <ul style="list-style-type: none"> <li>• by newspaper and posted bulletins</li> <li>• In English/Spanish</li> </ul>	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 TAKS tests for Pre and Post-tests.	January through April Testing Date.	Math teachers	Released TAKS/STAAR/EOC.
Teachers and Students will be provided test-taking strategy training.	Local Curriculum Contract Title II, TPTR	Teacher observation Pre test TAKS	Two weeks prior to TAKS/STAAR test	Core subject teachers	TAKS/STAAR/EOC.
Provide Review Classes for students not mastering TAKS/STAAR objectives	Local	Teacher observations	August until TAKS/STAAR	Math teachers	TAKS/STAAR EOC.
Implement vocabulary & literary	ELA teachers	Released	August -	Local	TAKS/STAAR/



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
element workbooks & applications		TAKS tests Teacher observations.			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 TAKS	Two weeks prior to TAKS/STAAR test	Title I & II TPTR	TAKS/STAAR/ EOC
Provide reviews with release TAKS tests and study guides	ELA teachers	Teacher tests	August – April	Local	TAKS/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 an “Exemplary” rating on the AEIS 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 TAKS tests for Pre-and Post-tests.	January through March Testing Date.	ELA teachers	Released TAKS tests.
Train Teachers to provide test-taking strategies	Title I & II TPTR	Teacher observation Pre-test TAKS	Two weeks prior to 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



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**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"> <li>• Provide local teacher training</li> <li>• Presented by teachers</li> <li>• Use Study Island Program for writing</li> <li>• Individualized to student needs</li> <li>• Benchmarking</li> <li>• Departmental and Cross Curricular Meetings and Workshops</li> </ul>	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 TAKS writing objectives during classroom instruction	Local TITLE I	Teacher made and Released TAKS tests for Pre and Post tests.	August through March Testing Date.	ELA teachers Core subject teachers	Released TAKS tests.



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
Prioritize TAKS writing objectives during classroom instruction	Local TITLE I	Teacher made and Released TAKS tests for Pre and Post tests.	August through March Testing Date.	ELA teachers Core subject teachers	Released TAKS tests.
Emphasize the development of writing skills in all classes using TAKS study guides	TAKS writing material Local	Use of writing exercises in all classes.	August - May	Entire faculty	TAKS/STAAR/ EOC Writing exams
Provide reviews with released tests and auxiliary reading materials	Local	Open ended questions and teacher made tests	August – March	ELA teachers	TAKS/STAAR/ EOC



**Goal 1: All students, including the target populations will reach or exceed state academic performance standards for an “Exemplary” rating on the AEIS 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"> <li>• Early ID and intervention</li> <li>• CNA to determine student needs</li> <li>• Services at students’ campus</li> </ul>	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 an “Exemplary” rating on the AEIS 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)**

<b>Strategies</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
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"> <li>• STAAR</li> <li>• STAAR/ Participation</li> <li>• LEP Dropout</li> <li>• AMAOs</li> <li>• AYP</li> </ul>	Administrator	August	BE/ESL Local	Meeting agenda	Data disaggregated
Provide Professional Development <ul style="list-style-type: none"> <li>• Teachers and paraprofessionals</li> <li>• Research-based</li> <li>• Based on staff needs</li> </ul>	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"> <li>• TAKS</li> </ul>	Principal	Local	CTE staff	Upon release of AEIS	Annual CTE evaluation
Provide vocational & technical education programs to all eligible students	School Board administration	August	CTE funds	Students choice cards	Fully certified staff



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
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**

<b>Strategies</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Identify students with dyslexia/related disorder & provide services	Local SCE	Staff training record	August/January	Administrator	List of identified students
Provide Herman Method program	Program materials	Written procedures	August	Administrator	TAKS
Align SBOE procedures and district/campus procedures annually	Local	Draft of written procedures	August	Administrator	Adopted written procedures
Provide services for students who may be eligible under 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)**

<b>Strategies</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
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)**

<b>Strategies</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
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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**SCE, Continued**

<b>Strategies</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Timelines</b>	<b>Staff Responsible</b>	<b>Summative Evaluation</b>
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)**

<b>Strategies</b>	<b>Staff Responsible</b>	<b>Timelines</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
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"> <li>How to modify curriculum</li> </ul>	Training calendar	SPED Local	Administrator	As scheduled	Training certificates



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>Pre-Referral Process</li> </ul>					
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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**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"> <li>• STAAR/EOC for Special populations</li> <li>• AYP for Economically Disadvantaged</li> <li>• Annual Measurable Achievement Objectives (AMAOs) for Limited English Proficient students</li> <li>• % of Teachers who met highly qualified standards</li> </ul>	Administrators	Fall	Local	Meeting agenda	STAAR/EOC AYP AMAO
2) Plan reform strategies to address needs <ul style="list-style-type: none"> <li>• Focus: Economically disadvantaged</li> <li>• Focus: At-Risk</li> </ul>	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"> <li>• Include extended day / year</li> </ul>					
<p>3) Provide instruction by highly qualified staff:</p> <ul style="list-style-type: none"> <li>• Teachers highly qualified in core subject area</li> <li>• Assist teachers with exam preparations and use federal Title funds to pay for exams</li> <li>• Provide incentive pay and benefits above state average to attract and retain HQ teachers</li> <li>• Paraprofessionals hired after 1/8/02 will be qualified when hired</li> </ul>	Superintendent	Quarterly	Title I, TIIA	CIPs and strategies	STAAR/EOC HQ Compliance Report
<p>4) Provide staff development for teachers, paraprofessionals, &amp; staff</p> <ul style="list-style-type: none"> <li>• Maintain/retain 100% of classes will be taught by highly qualified teachers</li> </ul>	Principals	Staff Development Days	Title I, local, TIIA, TIID,	Staff Development Calendar	STAAR/EOC
<p>5) Attract and retain highly qualified teachers to high needs campus</p>	Administrators	Summer	Local Title I, TII TPTR	Personnel Files	Personnel Files
<p>6) Increase parent involvement with SPIN Meetings /activities planned</p> <ul style="list-style-type: none"> <li>• Designed to improve student academic achievement</li> <li>• Designed for parents to have</li> </ul>	PI Coordinator	Monthly	Title I, Local	PI Events	PI Evaluation



Strategies	Staff Responsible	Timelines	Resources	Formative Evaluation	Summative Evaluation
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"> <li>Involve parents</li> </ul>	Principal	Spring	Title I	SB Meeting Agenda	Evaluation results
Review Parent Involvement policy <ul style="list-style-type: none"> <li>Developed &amp; agreed upon by parents</li> <li>Copies distributed</li> </ul>	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 <sup>th</sup> 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 2007-08 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"> <li>• Unwanted physical or verbal aggression</li> <li>• Child Abuse and Neglect</li> <li>• Sexual harassment including sexting</li> <li>• Other forms of bullying                             <ul style="list-style-type: none"> <li>○ In schools,</li> <li>○ On school grounds</li> <li>○ In school vehicles</li> </ul> </li> <li>• Dating violence</li> </ul>	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"> <li>• Counseling needs</li> <li>• Awareness education</li> <li>• Training</li> </ul>	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"> <li>• Implement SHAC/TEA Coordinated School Health Instructional Program</li> <li>• Focus: K-7</li> <li>• Participate in Fitness gram data entry for grades 3-7</li> <li>• Provide parents with data</li> </ul>			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"> <li>• Electronic grade book,</li> <li>• Desktop publishing,</li> <li>• Word processing</li> <li>• Power point,</li> <li>• Internet use,</li> </ul>	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"> <li>• Safe, drug free curriculum</li> <li>• Suicide prevention</li> <li>• Conflict resolution</li> <li>• Violence prevention</li> <li>• Integration of technology in instruction &amp; administration</li> <li>• Discipline management</li> </ul>	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"> <li>• State assessments</li> <li>• Proficiency levels required</li> <li>• General Curriculum</li> <li>• Higher education admissions</li> <li>• Financial aid opportunities</li> <li>• TEXAS grant</li> <li>• Teach for Texas grant</li> </ul> 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"> <li>• Higher education admissions</li> <li>• Financial aid opportunities</li> <li>• TEXAS grant</li> <li>• Teach for Texas grant</li> <li>• Curriculum choices for success beyond high school</li> <li>• </li> </ul>	Counselor	September Spring	Local	Meetings scheduled	Parent Surveys
Survey parents to evaluate: <ul style="list-style-type: none"> <li>• School climate</li> <li>• Special programs</li> <li>• Parent involvement</li> </ul>	Principals		Local		Survey Results STAAR/EOC



Comprehensive Needs Assessment

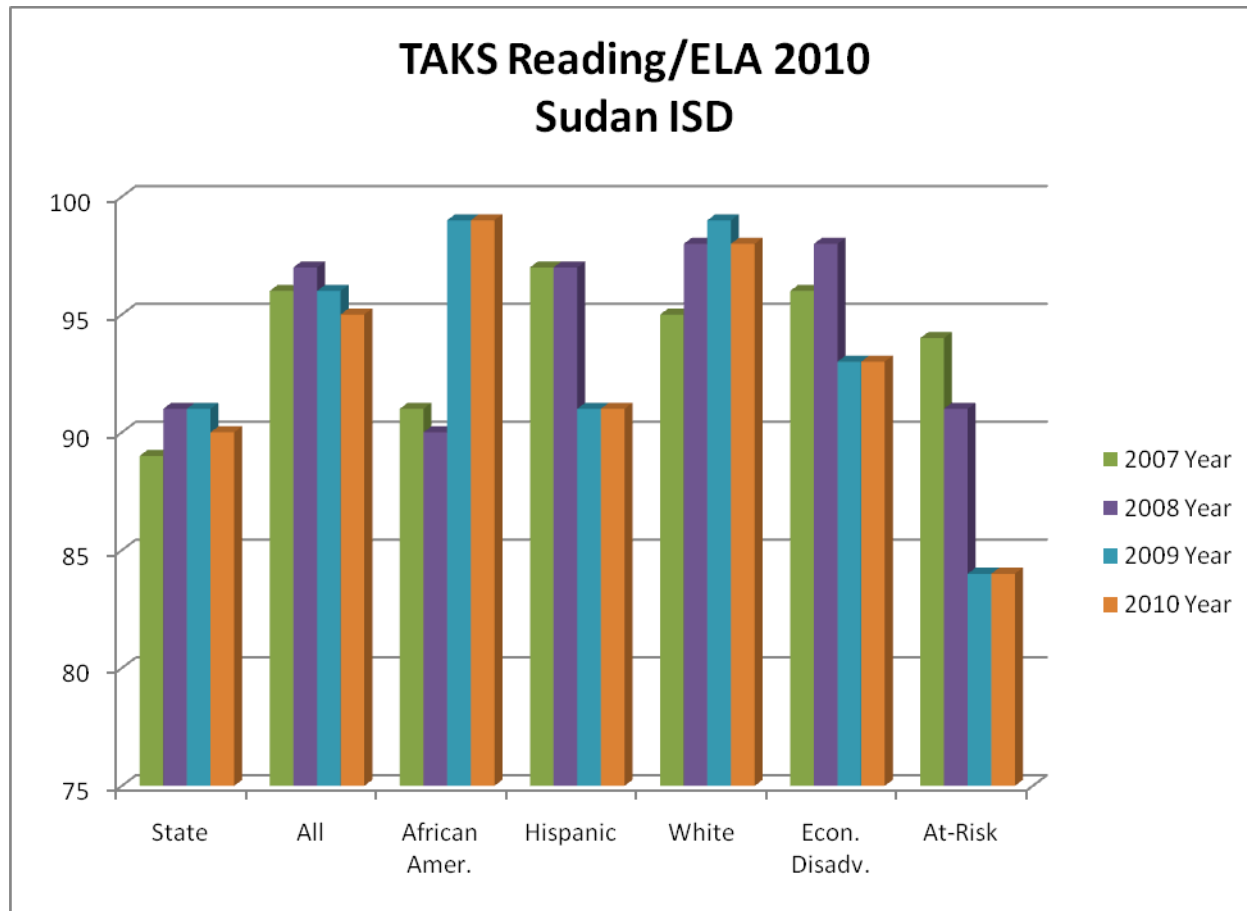
<i>Area of Review</i>	<i>Needs</i>	<i>Strengths</i>	<i>Priorities &amp; How Federal/ State Local Funds will be used</i>
<i>Demographics</i>	Continue to address low socioeconomic and Hispanic math and science scores.	Reading, writing, and social studies scores continue to excel in all subgroups	Continued emphasis on technology for all sub groups.
<i>Special Program: Title I Schoolwide</i>	Continue to assess the needs of at risk students	Enhanced technology through Title programs	Technology and enrichment resources
<i>Special Program: CTE</i>	Update current curriculum.	Solid teaching staff in these programs.	Purchase curriculum for Family and Consumer Science Department using State Funds.
<i>Special Program: English Language Learners</i>	Continue improvement in our ELL program.	Knowing the needs of our current ELL population.	Continue to train staff on relevancy of TELPAS writing samples.

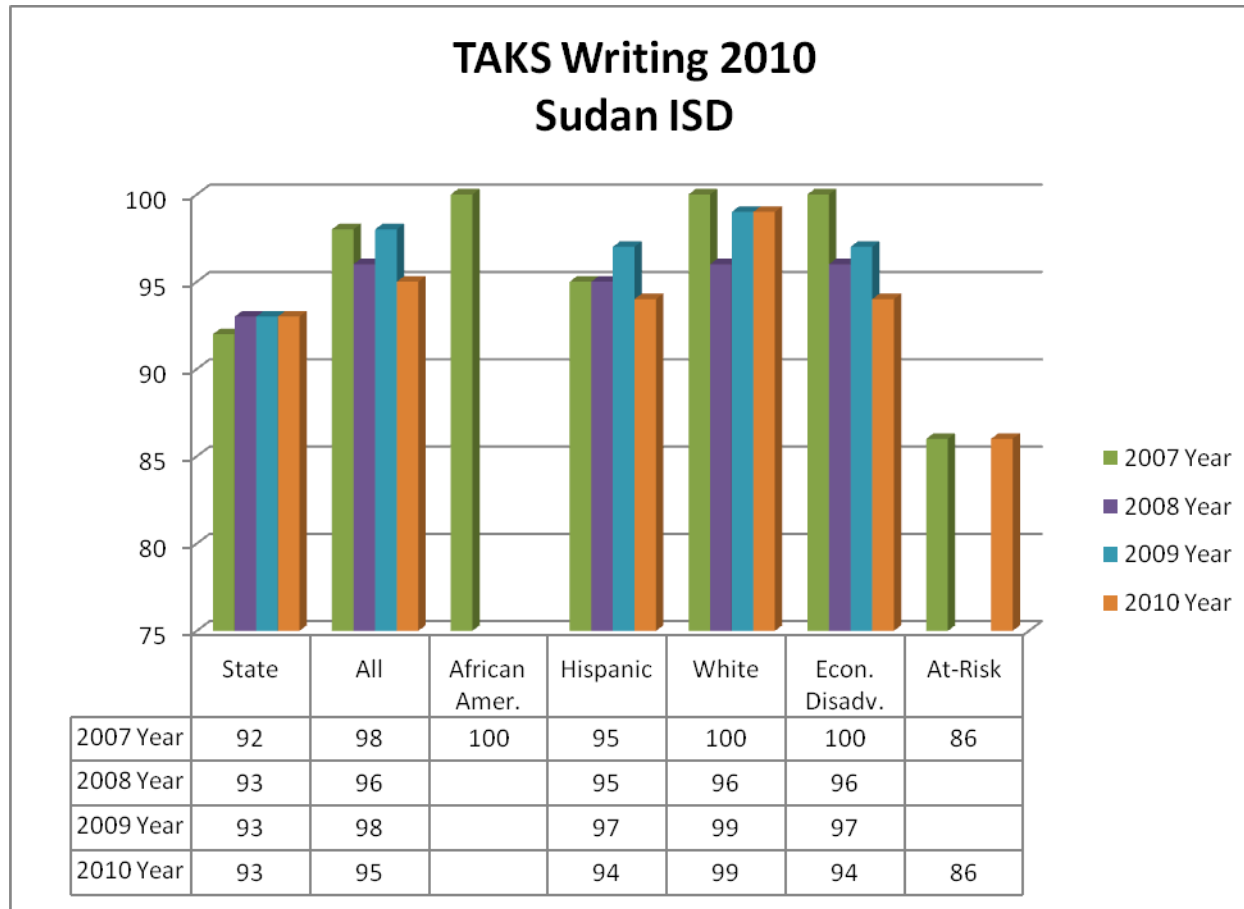


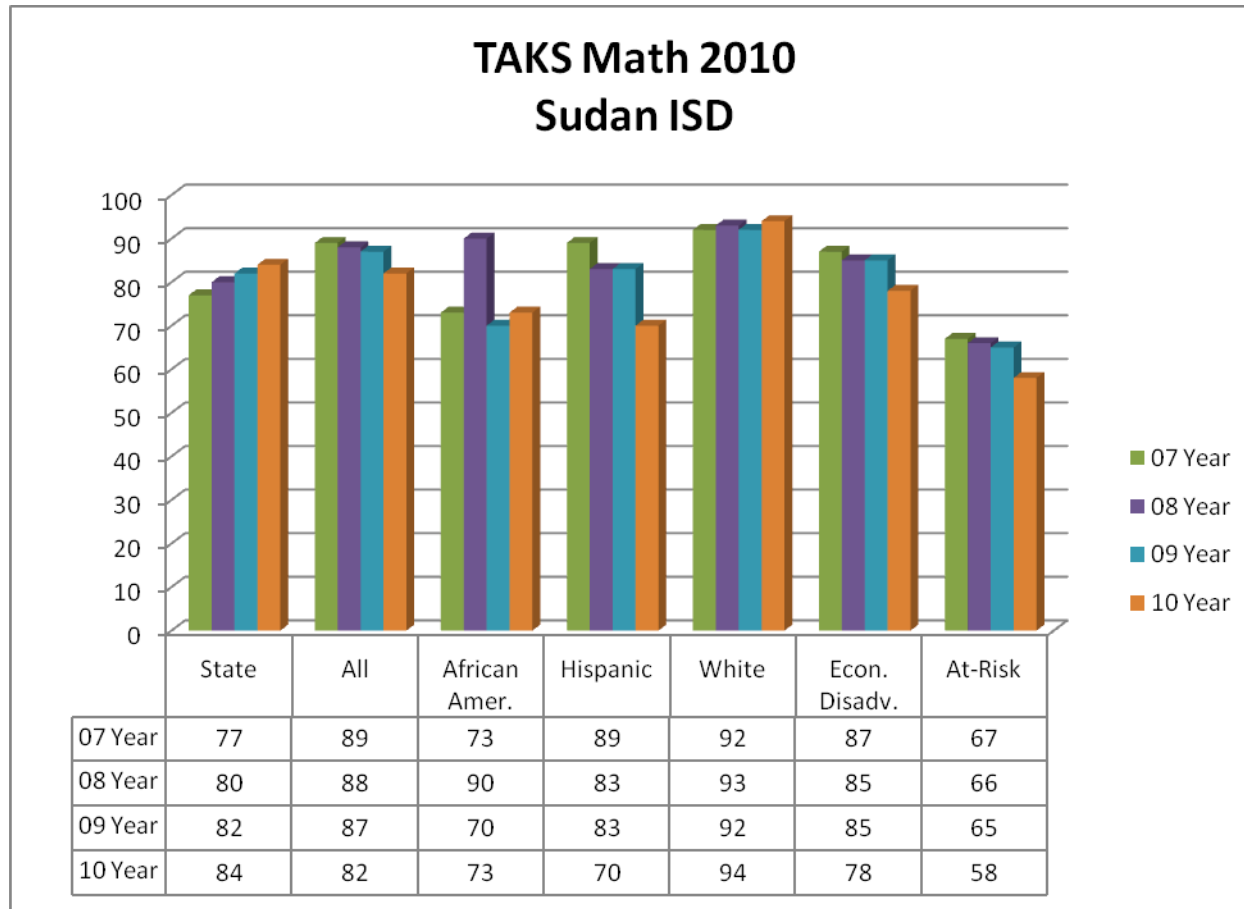
<i>Area of Review</i>	<i>Needs</i>	<i>Strengths</i>	<i>Priorities &amp; How Federal/ State Local Funds will be used</i>
<i>Special Program: At-Risk</i>	Continue to assess the needs of at risk students, especially in regard to math and science	Enhanced technology resources for at risk students.	Technology and enrichment resources
<i>Special Program: SPED</i>	<ul style="list-style-type: none"> <li>Continue to follow IEP's. Purchase Inclusion curriculum for Math and Science.</li> </ul>	<ul style="list-style-type: none"> <li>Strong SPED staff that stays on top of paperwork and student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Lamb County SPED Coop funds.</li> </ul>
<i>Academic Achievement</i>	<ul style="list-style-type: none"> <li>Produce more college ready students. Continue student ACT prep work.</li> </ul>	<ul style="list-style-type: none"> <li>Currently performing well on State Tests. High graduation percentage.</li> </ul>	<ul style="list-style-type: none"> <li>Continued emphasis on technology and assessment programs</li> </ul>
<i>Curriculum</i>	<ul style="list-style-type: none"> <li>Updated ELA/Writing curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Ability of teachers to use State/supplemental curriculum in educating students. Currently meeting high standards.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase ELA/Writing curriculum using State funds.</li> </ul>
<i>Instruction &amp; Assessment</i>	<ul style="list-style-type: none"> <li>More professional development on Eduphoria Assessment tools.</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarking methods. Bell to bell concept teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Local funds.</li> </ul>

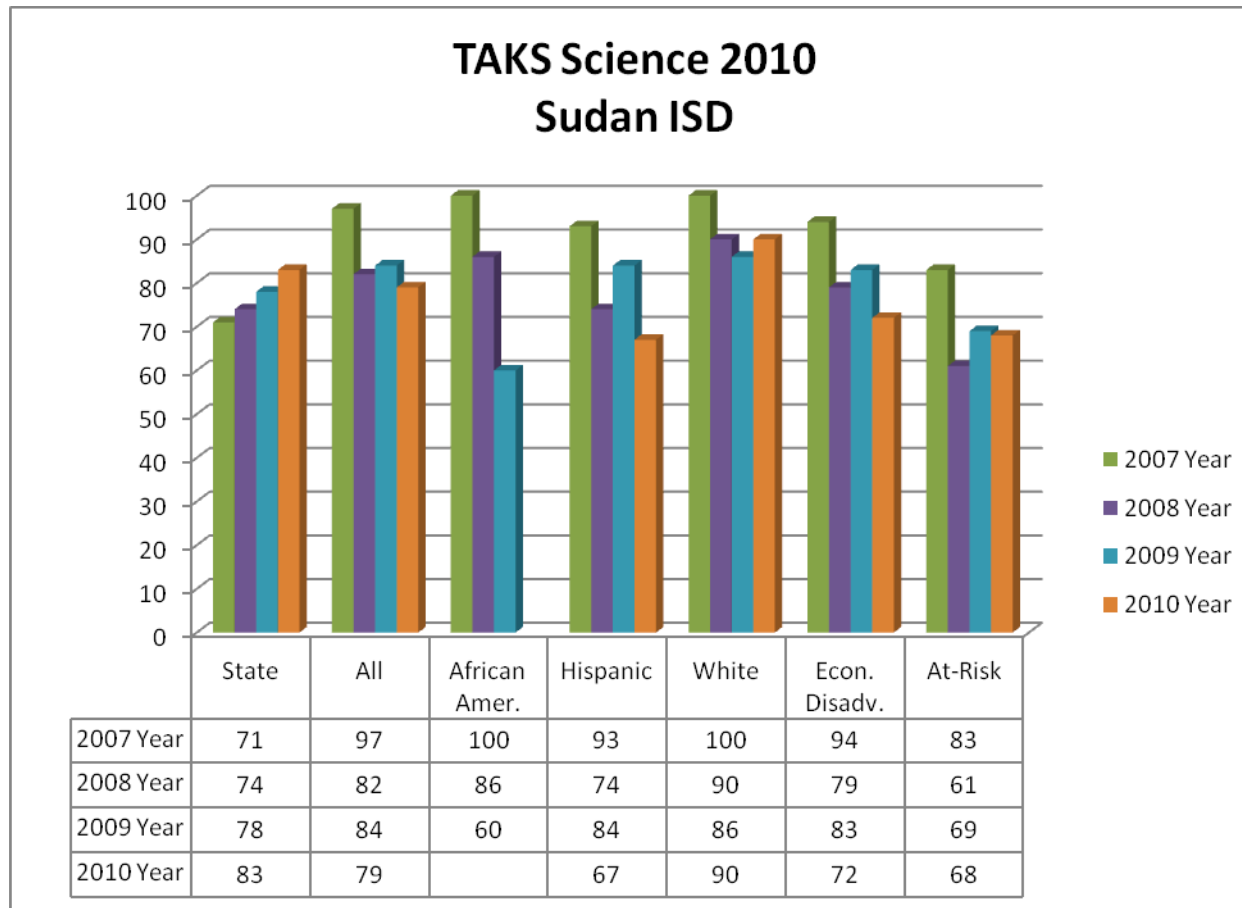


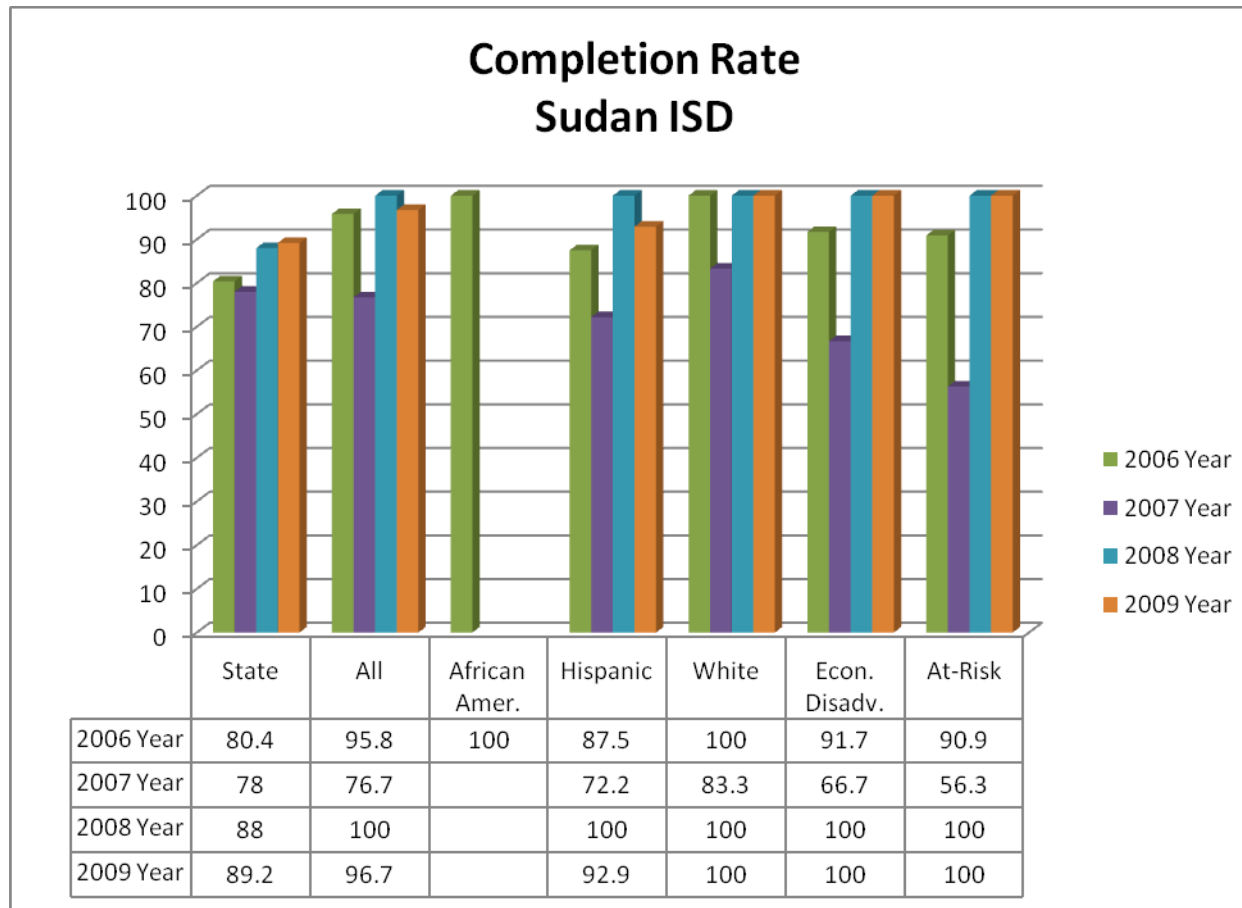
<i>Area of Review</i>	<i>Needs</i>	<i>Strengths</i>	<i>Priorities &amp; How Federal/ State Local Funds will be used</i>
<i>Staff Quality, Recruitment, Retention</i>	<ul style="list-style-type: none"> <li>We currently are not 100% HQ.</li> </ul>	<ul style="list-style-type: none"> <li>Veteran staff with many being here over 20 years.</li> </ul>	<ul style="list-style-type: none"> <li>HQ status using Federal funds.</li> </ul>
<i>Professional Development</i>	<ul style="list-style-type: none"> <li>More Eduphoria and technology training.</li> </ul>	<ul style="list-style-type: none"> <li>The current intrinsic drive of the staff to learn.</li> </ul>	<ul style="list-style-type: none"> <li>More Eduphoria PD through our ESC using Local funds.</li> </ul>
<i>Family and Community Involvement</i>	<ul style="list-style-type: none"> <li>Continue to partner with parents in raising and educating our children.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in programs like “Youth in Service” and offering safety programs like “RAB.” (Remember Alex Brown)</li> </ul>	<ul style="list-style-type: none"> <li>Give student the opportunity to participate in these programs using Local funds.</li> </ul>
<i>School Culture, Climate &amp; Organization</i>	<ul style="list-style-type: none"> <li>Continue the “We” approach to our team concept.</li> </ul>	<ul style="list-style-type: none"> <li>Family friendly oriented environment.</li> </ul>	<ul style="list-style-type: none"> <li>No funds. “Lead by Example” approach.</li> </ul>
<i>Technology</i>	<ul style="list-style-type: none"> <li>Laptop computers for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Great wireless internet system; Great infrastructure and connectivity; Excellent support staff.</li> </ul>	<ul style="list-style-type: none"> <li>Possible laptops for staff using Federal, State, and Local funds.</li> </ul>
<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>			

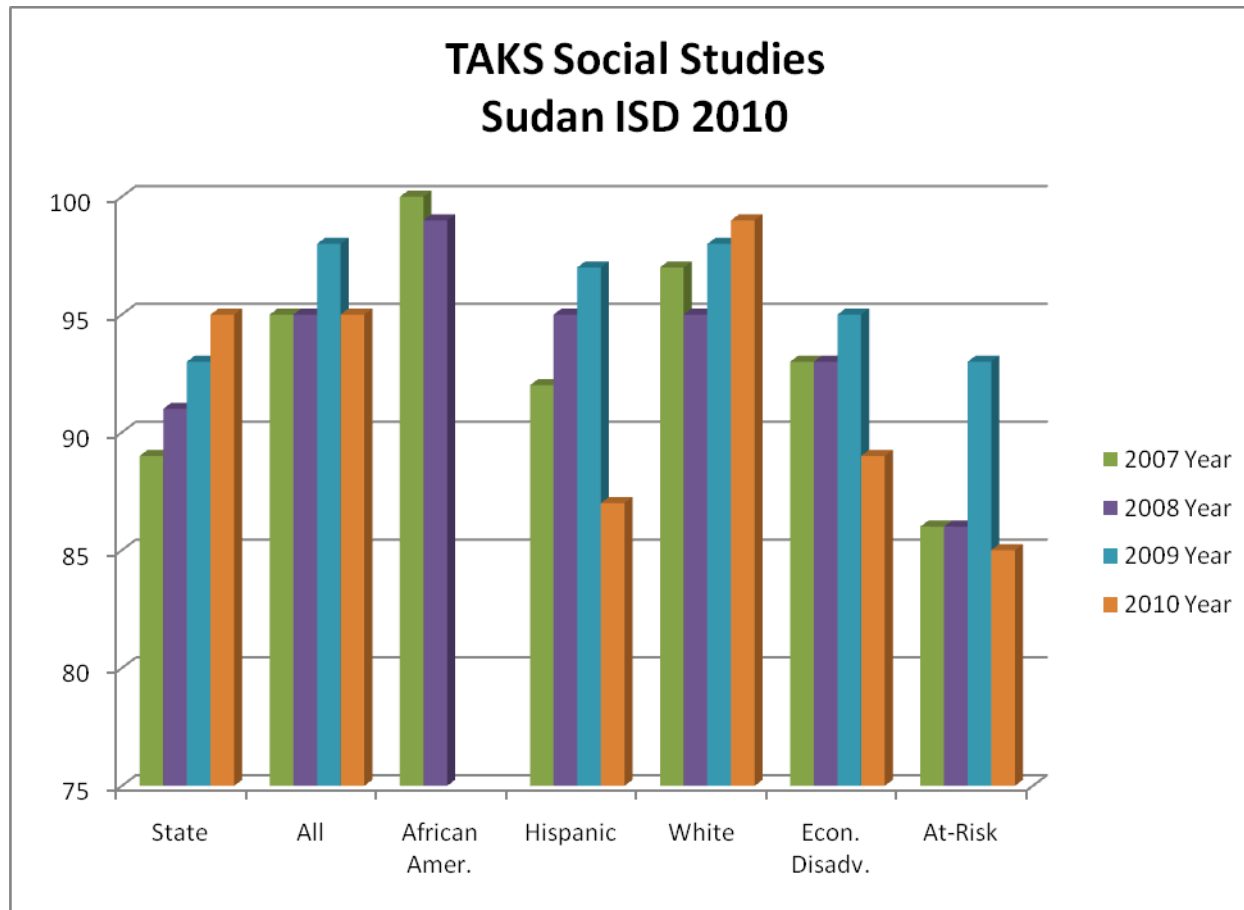














**Performance Based Monitoring Analysis System:**

Programs (Score of 0 Meets Standard)	Indicators Below Standard (Scores 1-3 Don't Meet Standard)	2007	2008	2009	2010	2011
<b>Bilingual/ English as a Second Language (BE/ESL)</b>				All indicators Met Standard	All indicators Met Standard	All indicators Met Standard
	LEP TAKS/TAKS I-SDAA II Participation Rate	2SA	Indicator deleted			
<b>Career and Technology Education (CTE)</b>	CTE Nontraditional Course Completion Rate-Males	All indicators Met Standard	All indicators Met Standard	1	1	All indicators Met Standard
<b>No Child Left Behind (NCLB)</b>		All indicators Met Standard	All indicators Met Standard	All indicators Met Standard	All indicators Met Standard	All indicators Met Standard
<b>Special Education (SPED)</b>	SPED TAKS/TAKS (Accommodated) Passing Rate Math				1	1
	SPED Representation			1	0 RI	1
	TAKS Only Participation Rate	1	Indicator deleted			
	TAKS M Participation Rate					2



Programs (Score of 0 Meets Standard)	Indicators Below Standard (Scores 1-3 Don't Meet Standard)	2007	2008	2009	2010	2011
SPED Continued	SPED Identification	2	1	Indicator deleted		
	SPED LEP Representation	3SA	1PJSA	NA PJSA	NA PJSA	NA SA
	SPED Discretionary DAEP Placements to ISS	1	2	0	0	0
	SPED Discretionary Placements to ISS			2	0 RI	0



Highly Qualified Teachers Objectives (NCLB)

STATE OBJECTIVES	STATE TARGETS	SUDAN ISD	SUDAN HIGH SCHOOL	SUDAN ELEMENTARY
<b>1. Percentage of Classes Taught by Highly Qualified Teachers</b>				
2010-11				
2009-10	100%	97%	97.33	96.97
2008-09	100%	95.74%	96.97%	93.55
<b>2. Percentage of Teachers Highly Qualified</b>				
2010-11				
2009-10	100%	95.12	94.44	95.65
2008-09	100%	92.85	94.44	91.66
<b>3. Percentage of Teachers Receiving High-Quality Professional Development</b>				
2010-11				
2009-10	100%	100%	100%	100%
2008-09	100%	100%	100%	100%