



**Sabinal Independent School District  
Campus Improvement Plan  
Sabinal Secondary Schools  
2017-2018**

**Sabinal Secondary Schools  
Campus Improvement Team  
2017-2018**

The following persons will serve on the site-based decision-making committee during the preparation of the campus improvement plan for school year 2017-2018. They are committed to carrying out the school's mission statement and to developing and implementing a well-rounded instructional program that will prepare students to become productive citizens in a democratic society.

<b>Council Positions</b>	<b>Council Members</b>	<b>Curriculum Areas</b>
Letha Dulaney	Elected Teacher	HS/MS Social Studies
Joe Thomas	Elected Teacher	HS Social Studies
Racquel Esquivel	Elected Teacher	MS ELAR
Kyle Miller	Elected Teacher	HS Science
Steve Alvarado	Chairman	Principal
Stephen Henry	Parent Member	Parent
Sean Johnston	Business Member	Business
Cecilia Reyes	Non-teaching Member	Nurse
Annette Sams	Non-teaching Member	Counselor
Monte Benson	Community Member	Community
Michael Neuman	District Member	Assistant Superintendent

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## **CORRELATES OF EFFECTIVE SCHOOLS**

### **1. SAFE AND ORDERLY ENVIRONMENT**

In the effective school, there is an orderly, purposeful businesslike atmosphere, which is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

### **2. CLIMATE OF HIGH EXPECTATIONS FOR SUCCESS**

In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills and that they, the staff, have the capability to help all students do so.

### **3. INSTRUCTIONAL LEADERSHIP**

In the effective school, the principal acts as instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in management of the instructional program.

### **4. CLEAR AND FOCUSED MISSION**

In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of a commitment to the instructional goals.

### **5. OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK**

In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time students are engaged in whole class or large group learning activities that are planned and teacher directed.

### **6. FREQUENT MONITORING OF STUDENT PROGRESS**

In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.

### **7. HOME/SCHOOL RELATIONS**

Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- Goal #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- Goal #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- Goal #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- Goal #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## Every Student Succeeds Act (ESSA)

**Every Student Succeeds Act (ESSA)**, which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognizes that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students;
- Have highly qualified teachers and principals;
- Provide a learning environment that is safe and drug free, and conducive to learning; and
- Are accountable to the public for results.

**Performance Goal 1:** By 2017-2018, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Performance Goal 3:** All students will be taught by highly qualified teachers.

**Performance Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Performance Goal 5:** All students will graduate from high school.

## **Sabinal ISD Board Goals**

1. Maintain high quality instructional practices across the district that results in improved academic success.
2. Empower students to respond appropriately to academic and social challenges as they are faced in our schools and in our community.
3. To ensure that each student successfully completes graduation requirements and receives guidance and support in the post graduate/technical school process.
4. Cultivate opportunities for student participation that extend beyond the classroom

## **Comprehensive Needs Assessment**

### **Introduction**

The campus leadership team (CLT) reviewed and developed a comprehensive needs assessment. During campus meetings the team considered campus and district strengths and needs. These areas included student demographics and student achievement, school culture and climate, staff quality and retention, curriculum and instruction, family and community involvement, school organization, and technology. The team reviewed the Texas Academic Performance Report data for 2016-2017 as prepared by the Texas Education Agency, as well as other relevant information and STAAR data from the 2016-2017 school year.

### **Demographics**

Sabinal ISD is an ethnically diverse school district with approximately 72.9% Hispanic, 25% White, .4% African American, .5% Native American, .4% Asian, and 1.2% Multi-Racial. 77% of the students on the campus are eligible for free or reduced price lunches under the National School Lunch program and 6.3% are limited English proficient (LEP). The number and percent of students from ethnic minorities, low-income families, and who are limited English proficient has remained relatively stable over the last several years. 77%% of the student body is considered economically disadvantaged and 52.5% are identified as at-risk.

The Sabinal Independent School District serves a community of 1,774 as a public education institution. As with many small communities, Sabinal ISD is the largest employer in the community. The district is composed of three campuses that include an elementary school with an enrollment of 200 students, a middle school with an enrollment of 103 students, and a high school with an enrollment of 178 students. The alternative education program for disciplinary purposes provides services for students throughout the year. The regular school day operates from 7:50 AM to 3:35 PM daily, with an annual total of 81,375 minutes of regular instruction.

### **Student achievement**

The primary instrument for determining student achievement is the State of Texas Assessments of Academic Readiness (STAAR). Students who receive special education services are tested through the STAAR, STAAR-L, and STAAR-A (Alternative). Students who qualify for assistance under English as a Secondary Language (ESL) are assessed yearly by the TELPAS instrument. Students are locally assessed by two TEKS Based Assessments and one released STAAR test which are used as a diagnostic tool throughout the year.

Data provided by the Texas Academic Performance Report (TAPR) show overall academic improvements in nearly all student sub-populations across the District compared to previous year, however student achievement is slightly below State performance levels. In addition to student assessment measurements, the annual TAPR report provides additional attendance and dropout rates indicating higher than State averages in both areas.

This Campus Plan focuses on objectives and goals which address the weaknesses identified from these data sources. Results of the campus-wide comprehensive needs assessment disclosed a need to focus on the overall reading performance level of students at all grade levels. The primary purpose of the Sabinal Independent School district is to provide the best possible instruction, environment, facilities, teachers, support staff, and educational materials which will promote student achievement and success. The content of the District Plan describes the activities and strategies which lead to this end.

An addition of a part-time Math Instructional Specialist to provide intensive instruction in mathematics to individual or small groups of students, according to assessment data and provide support to implement effective strategies and best practices to ensure future academic success on the appropriate State assessments. In addition this position will monitor and report on student progress to the principal and to the math department.

### **School Culture and Climate**

Students in the elementary are respectful and are generally happy to be on campus. Students are involved in student council, UIL, and other school sponsored activities.

Students at the secondary level are equally respectful and are generally happy with a high participation rate in extracurricular activities. In 2015-2016, 97% of the seniors graduated and majority of our students are planning on pursuing higher education. Participation in student council, leadership conferences, supplemental summer education opportunities, dual credit courses, Texas Virtual School Network, GeoForce, and UT Geology courses are being accessed by students in grades 6-12. NHS and NJHS membership has increased. Participation of students who are using these hours of service for their NHS/NJHS service hours have benefited all students.

### **Curriculum, Instruction and Assessment**

100% of the teaching staff are "Highly Qualified." At the secondary, all ELAR teachers are ESL certified and all core-content teachers are GT certified. All instructional staff was required to attend three days of professional development that was jointly agreed between the teacher and principal.

Staff will continue to be trained in disaggregating instructional data effectively using AWARE in Eduphoria; effective local curriculum based assessment procedures, and in the pedagogical relevance and differentiation of instruction. Training included, but not be limited to the following in the Fall of 2017: district curriculum, technology, Eduphoria, eChalk website management, other Promethean devices, online grade book, classroom management, general educational pedagogy, student behavior training, Google Classrooms, Google Docs. and GT training.

The District curriculum is the TEKS Resource System. The TEKS Resource System provides a curriculum management system that is aligned to the state-adopted standards (TEKS), allowing teachers to focus their time on students in the classroom. TEKS Resource System is designed to be used alongside district-approved instructional materials, such as textbooks, and is customizable to meet the needs of individual students. Designed to empower teachers, the TEKS Resource System helps teachers focus on student learning. The TEKS Resource System helps improve the costs

effectiveness of schools by combining resources to develop the TEKS Resource System, reducing individual school cost and improving the quality of their system.

The Sabinal Secondary campuses are committed to the complete utilization of the Reading Plus Program to enhance reading and writing skills at all grade levels and content areas of this educational program. At-risk student assessment data has demonstrated levels severely needing accelerated and monitored instruction to enhance student reading levels from grades 6 through 12. It is the intention of the members of this campus to gain clear insight and ongoing analysis of student performance levels specifically in the areas of reading and writing. It has been determined that support of vocabulary usage, reading comprehension and overall proficiency in reading skills, is needed to raise levels of performance in all tested and non-tested academic content areas.

The Reading Plus program has the potential to provide much needed exposure and access to literary texts that could help track reading proficiency and stamina to enhance reading accuracy. This initiative and commitment will be lead by members of the secondary ELAR departments as they utilize this program daily. In addition, students considerably at-risk will be scheduled in an additional reading intervention class. At the junior high level, all students will be supported through the reading and writing classes that they will attend on a daily basis. Furthermore, all other core and enrichment teachers will utilize this program at the minimum of two times per grading cycle to support writing skills across the curriculum.

Both the online system and support provided by Education Service Centers are customizable, allowing the district or school to personalize the content and services to meet the unique needs of schools and communities.

### **Family and Community Involvement**

It is important to build a good parent involvement component to ensure a "buy-in" of the district's programs. The staff are expected to have a "customer service" attitude with all parents they encounters. With parental support, the district will be able to provide students an opportunity to fulfill their academic opportunities by engaging with others in a responsible behavior.

At the secondary, parents are engaged with the secondary campuses in the following parent organizations: Sports Boosters, Band Boosters, Cheerleading Boosters, Student Council activities and Agriculture Activities involving parents including the FFA, Campus Improvement Team members, Parent and Teacher Organization (PTO) and junior class parents.

### **Post-Secondary Readiness**

Opportunities to maximize post-secondary learning opportunities for high school students have been added. Students will have the opportunity to obtain a Certified Nurse's Assistant certification upon graduation after taking a two semester course and successfully passing the certification exam. Opportunities to take dual credit classes have also been maximized with several options to take course work on campus including the use of adjunct professors from SWTJC and online format.

### **School Context and Organization**

The campuses, as well as the district, provide several opportunities for student, parent, community and staff input through Site-Based Decision Making (SBDM) committees. The Campus Improvement Team (CIT) and the District Improvement Team consist of teachers, parents, community and business representatives. Annually curriculum, instruction, assessment, staff development, school calendar and budgets are discussed and

approved by these committees. Students also have a voice through the Student Councils which meet with the principals on a regular basis. Community surveys regarding campus improvement and school calendars are used to gather data to drive decision-making.

### **Technology**

Sabinal ISD continues to embrace the 21<sup>st</sup> Century Classrooms Model (Technology in the classroom).

Staff has been trained to use Promethean Board, Promethean Planet Tools, eChalk, Eduphoria, online grade book, PLATO, Texas Success, Google Classroom, Google Docs and AWARE.

Our equipment and training for our staff have enabled us to provide an exceptional 21<sup>st</sup> Century educational opportunities that are uncommon in many school districts. Our fiber-optics allow internet connections that are extremely fast, capable of supporting 1 Gbps connectivity and wireless connections throughout all facilities. We enjoy one of the best internet broadband widths of any school in the Nation. Our infrastructure now allows us to Podcast, Skype, and Video stream in all locations throughout our schools; this video streaming capability allows us to offer our students and staff opportunities to view UIL events without cancelling school. We all should be proud to provide these services to our students and staff.

Classroom hardware in all classrooms include: teacher computer, interactive white boards (Promethean Boards), student response systems, HD LCD projectors with integrated sound systems, documents cameras, and a minimum of 4 student use computers

### **District Resources**

Federal Title I	\$153,000
SCE	\$579,493
G/T	\$19,381
CTE	\$244,425
ESL	\$21,477

### **ACADEMIC EXCELLENCE INDICATORS**

1. EOC/STAAR Scores
2. Student Attendance
3. Annual Drop-out Rate
4. Advanced Courses
5. Graduation Rate
6. Graduates with Advanced Seal
7. College Admissions Test
8. College Prepared

## **10 Components of a Schoolwide Program**

1. Needs Assessment - A comprehensive needs assessment that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.
2. Schoolwide Reform Strategies - Strategies that:
  - provide opportunities for all children
  - use effective methods and instructional strategies
  - include strategies to address the needs of all children, but especially the needs of low-achieving children.
3. Instruction - Instruction by highly qualified teachers.
4. Professional Development - High-quality and ongoing professional development for teachers, principals, and paraprofessionals to enable all children to meet the State's academic standards.
5. Highly Qualified Teachers - Strategies to attract highly qualified teachers to high-need schools.
6. Parental Involvement - Strategies to increase parental involvement, such as family literacy services.
7. Transition from Early Childhood - Plans for assisting preschool children in the transition from early childhood, such as Head Start, to local elementary programs.
8. Site-Based Decisions - Measures to include teachers in the decisions regarding the use of academic assessment, provide information on, and to improve, the achievement of students and the overall instructional program.
9. Remedial Help - Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective and timely additional assistance.
10. Program Coordination - Coordination and integration of Federal, State, and local services and programs.

### **SABINAL INDEPENDENT SCHOOL DISTRICT District Title 1 Parental Involvement Plan**

I. Sabinal ISD administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent Involvement Policy and School-Parent-Student Compact. The policy will set expectations and establish a framework for quality parental involvement participation. This will be achieved as part of the district's improvement plan process.

The district values the role parent's play as their children's first teacher and the influences of their continued support toward enabling their children to meet the state's student performance standards.

The following policy is in compliance with the legal requirements of the **Every Student Succeeds Act (ESSA (PL114-95))**. This policy will be available to all parents on the SISD website and at the Central Office.

II. The Title I Parental Involvement Policy and School-Parent-Student Compact will be reviewed and distributed to parents in the campus Parent/Student handbook during the first week of school or when new students register.

III. An Annual Title I public meeting will be held in the Fall to inform parents of the district's participation in Title I, Part A and its requirements. The parents will also be informed of their right to be involved.

IV. The district will offer a flexible number of meetings, special called and/or campus-level to ensure opportunity to parents in the planning, reviewing and evaluation of Title I, Part A programs, including the Parental Involvement policy and School-Parent-Student Compact. Parent's suggestions and recommendations will be addressed as practicably as possible. In addition, the School-Parent-Student Compact will outline the means by which parents, school and students will share responsibility for improved student academic achievement and mastery of the state's high standards. An annual review and revision, if necessary will be part of the district and campus-level improvement plan process. Although signatures are not required, parents are urged to sign and discuss the compact with their children and teachers.

V. The school district will make every effort to communicate with parent's information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress, and proficiency levels students are expected to meet. All information oral or written related to school parent programs will be provided in the format and language that parents can understand.

VI. The district's capacity to build a strong partnership with parents will be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. In addition, the district will assist parents in understanding the state's academic content and achievement standards, state and local assessments and how to monitor their children's progress. These opportunities will be addressed at special-called meetings, committees and trainings. In addition, parenting skills workshops and opportunities to volunteer will be provided for parents. Information on the "value and utility of parent's contributions," and on how to reach out and communicate with parents as equal partners in the education of their children will be scheduled and provided to staff during campus faculty meetings or other campus-level initiatives.

VII. The district to the extent feasible and appropriate will coordinate and integrate parent involvement programs and activities with Headstart and community agencies and private schools when applicable.

VIII. The district will ensure full opportunities for the participation of parents with limited English proficiency, disabilities and parents of migratory children by assuring that notices, information and reports are in a format and to the extent practicable, in the language that the parents understand.

IX. Parents will participate in the annual evaluation of the content and effect of the district Parental Involvement Policy and practices. They will also consider:

- Increasing parent involvement
- Identifying barriers that limit parent participation
- Identifying ways to overcome barriers which may limit participation by parents
- Review and revision of parental involvement policy
- Review and revision of School-Parent-Student Compact
- Academic quality of Title I, Part A schools

The annual evaluation findings will be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus levels.

## **Sabinal ISD Retention & Recruitment Plan**

It is the goal of the Sabinal Independent School District to have the highest qualified teachers and support staff for our students. It is the goal of the district to have certified teachers in all classrooms.

Presently our staff is a solid mix of experienced and youthful teachers who possess the appropriate skills, knowledge and enthusiasm which provide an effective, well-rounded education. Sabinal ISD provides a positive and supportive work environment, competitive salaries and supplemental stipends, an adequate supply budget for instructional materials, the latest technological equipment, and newly renovated and modern facilities. According to the Texas Association of School Boards salary survey's, Sabinal ISD is one of the highest paying schools districts in Uvalde County and across the State.

A teacher shortage exists in our State, and competition for the best teachers is evident. Acquisition and retention of high quality teachers is a primary goal of the school district each year, as nothing influences educational opportunities for our students more than a high quality teacher. We provide our teachers quality, on-going training and professional development to support their pedagogical needs, and to improve academic achievement.

The recruitment and retention of high quality teachers is based on our district's comprehensive needs assessment as well as State educator guidelines. The following strategies are implemented in pursuit of the district goals and objectives within the District Improvement Plan (DIP) for recruitment and retention of teachers:

1. Provide positive, 21st century working environment.
2. Allocated funds for testing review sessions supporting additional teacher certifications.
3. Provide quality annual professional development.
4. Annual review and enhancement of the professional staff pay scales.
5. Provide teachers a \$3,500 stipend for critical shortage areas of instruction.
6. Provide teachers a \$1,500 stipend for holding a Masters degree in their teaching field, and \$1,000 in other educational majors.
7. Annual "longevity" benefit at a rate of \$100/year, to encourage staff retention.
8. Employer provided life-insurance policy.
9. Employer contribution to pension plan.
10. Employer contribution to group health plan.
11. Analyze data reported in the annual Program Compliance/Performance Report, ensuring low-income students and minority students are not taught at higher rates than other student groups by teachers who are not "highly qualified."

## ATTENDANCE

**Long Range Goal:** By May 2018 the percent of student attendance will increase to the State standard of 97.5%.

**District Performance Objective:** By May 2018 the district attendance rate will be 97%.

SBOE Goal Correlation 1-3

AEI 2

SISD Goal Correlation 1-4

Activities/Strategies	Resources	Person Responsible	Formative Evaluation/Date	Expected Outcome	Summative Evaluation/Date
1. Monitor attendance and report habitual absences to counselors and the principal	Staff time	Principals Attendance Clerks	Principal review reports on file from attendance clerks every week	Identification of potential dropouts due to attendance  Student attendance is managed immediately, ADA is higher, fewer students in Summer School due to credit loss	Fewer dropouts due to attendance Attendance rates May 2018  Fewer dropouts due to attendance as evidenced in AEIS report; successful credit gains by students
2. Implement follow-up strategies to prevent excessive absences	Staff time PTSA time and money Activity money	Principals Attendance clerks	August 2017 - May 2018, phone-call log and list of home visits.	Improved attendance	Fewer dropouts due to attendance Attendance rates May 2018

3. Send notices of status to parents of students with excessive days absent	Staff time	Principals Attendance clerks	August 2017 - May 2018	Parental awareness of rules/regulations concerning credit and attendance laws	Early make-up of missed hours; Increased attendance and awareness of attendance laws
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Correlates of Effective Schools 2, 5, 7

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Formative Evaluation/Date</b>	<b>Expected Outcome</b>	<b>Summative Evaluation/Date</b>
4. Utilize Truancy Court action for excessive truancy / non-enrollment. Follow through on court days	Attendance records	Principals, Attendance Clerks	Monthly scheduled court dates	Support for school attendance from parents Increased individual attendance	May 2018
5. Reduce health-related absences through parent contacts and referrals to community agencies	Staff, pamphlets & literature Local Community	Principals School Nurse	August 2017- May 2018 referral records reports	Parental awareness of community assistance. Information of preventive healthcare Fewer absences due to illness	May 2018
6. Stress the importance of preventive health care	Staff, pamphlets & literature Local	Principals School Nurse	September 2017- May 2018	Parental awareness of community assistance. Information of preventive healthcare Fewer absences due to illness	May 2018

	Community				
7. Acknowledge and reward students with exceptional attendance	Time Local	Principals Attendance Clerks	August 2017 - May 2018	Improved attendance Increased individual attendance	May 2018
8. Home visits	Time/Local funds/transportat ion	Principals Attendance Clerks	Each six weeks	Improved attendance	May 2018
9. Saturday School for students with excessive absences	Local	Principals Attendance clerks	Each six weeks	Improved attendance	May 2018

## CURRICULUM

**Long Range Goal:** Successful academic performance by all Sabinal ISD students

**District Performance Objective:** The District will implement curriculum initiatives that enhance the success of all campuses.

SBOE Goal Correlation: 1, 2, 4, 6, 8, 9; SISD Goal Correlation: 1,3,4

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Formative Evaluation/Date</b>	<b>Expected Outcome</b>	<b>Summative Evaluation/Date</b>
1. Teachers will re-evaluate and update our locally developed assessments each year. The use of AWARE & TEKS Resource System will be used to help develop formative assessments for grades 6th – 11th	Teacher time Local funds Title I	Principals Superintendent	Fall 17 Spring 18	To create instruments to adequately judge student progress towards mastery of TEKS	STAAR Testing  Spring of 2018
2. Data Management - AWARE will be used at 6-12 <sup>th</sup> grades	Local Title	Principals Superintendent Teachers	Every six weeks	Continuous improvement in student mastery of TEKS – teachers utilizing data to inform instructional practices	STAAR Testing  Spring of 2018
3. Continue to implement district curriculum for instructional alignment.	Local Title SCE	Principals Superintendent	Ongoing Each six weeks	Better resource for teachers. Student improvement on STAAR scores	June 2018
4. Intervention classes and tutorials to be done by and added math instructional specialist.	Local Title	Principals Teachers Specialist	Each Six weeks	Increase in locally developed assessment scores, course passing rates and /STAAR scores	June 2018
5. Plato	Local, SCE Title	HS Principal, Teachers	Weekly	Improved credits recovered by students	December 2017 June 2018
6. Use of Co-curricular activities to increase	Local, Title	Principals Teachers	Each Six weeks	Increase in student interest in academic areas	June 2018

student engagement					
7. Use of Eduphoria Forethought for teacher lesson plans	Local	Principals Teacher	Weekly	Increase in data-based instruction	June 2018
8. Reading Plus Program	Local	Principal Teachers	Ongoing	Increase in student overall reading levels and higher performance levels in state assessments	June 2018

AEI: 1, 3, 4, 5, 6, 7, 8

## PARENT AND COMMUNITY INVOLVEMENT

**Long Range Goal:** Parent involvement at all levels will increase

**District Performance Objective:** SISD will continue to make opportunities available for parent and community patrons to participate in school activities on a consistent basis.

SBOE Goal Correlation 1

AEI 1, 2, 3

SISD Goal Correlation 1,3

Correlates of Effective Schools 7

Activities/Strategies	Resources	Person Responsible	Formative Evaluation/Date	Expected Outcome	Summative Evaluation/Date
1. Provide continued communication with parents through various methods. <ul style="list-style-type: none"> <li>• Website</li> <li>• Open House</li> </ul>	Materials Pamphlets Staff time Local Title I	Campus staff, Principals Superintendent	September 2017 –June 2018 Parent response Parent meetings with school staff during flexible times	Parents participation at all levels	Parent log of attendance at campus activities June 2018
2. Parents will be encouraged to take an active role in student/school activities	Parent time	Campus Staff Principals Superintendent	Parents are active in program decisions; Sign in sheets for federal program planning	August 2017-June 2018 Parents attend planning meetings offered by campus or District	Record of attendance June 2018
3. Inform and involve parents of district projects that reinforce	Title 1 part A Local Sabinal ISD Website	Principals Teachers	Monthly PTSA meetings Letters Home	Improved parental involvement Parent meetings	Increased scores and grades June 2018

core subjects	School Messenger		Report Cards		
4. Provide opportunities for parents and community to become more involved (tech/parenting)	Title 1 part A Local	Principals Special Program Director Tech Director	August 2017 May 2018	Increased community involvement	June 2018

## STAFF DEVELOPMENT

**Long Range Goal:** Increase the knowledge base for teachers so than can more effectively teach.

**District Performance Objective:** The District will implement staff development in academic weak areas as shown in STAAR and TEKS Assessments

SBOE Goal Correlation: 1, 2, 4, 6, 8, 9

AEI: 1, 3, 4, 5, 6, 7, 8 SISD Goal Correlation: 1-4

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Formative Evaluation/Date</b>	<b>Expected Outcome</b>	<b>Summative Evaluation/Date</b>
1. Contract with Region 20 for staff development in Technology Integration	Teacher time Local funds Title I	Principals Superintendent	Ongoing	Increase teacher knowledge Increase STAAR scores	May 2018
2. Contract with Region 20 for staff development in Core Academic areas	Local Title SCE	Principals Superintendent Director of Special Programs	Ongoing	Improved STAAR scores Better resource for teachers	May 2018
3. Provide specific staff development activities to develop authentic TEKS Assessments	Local Title SCE	Principals Superintendent	Ongoing	More aligned curriculum Better resource for teachers Student increase in STAAR scores	May 2018
4. Continue to provide local training activities for teachers regarding technology hardware	Local Title	Technology Director Principals	Ongoing	Better resources for teachers Increase STAAR scores	May 2018

5. To have all ELA teachers ESL and all content teachers G/T certified.	Local Title Region 20	Principals Teachers Director of Special Programs	January 2016	For all teachers to be able to meets the diverse needs of the student body	May 2018
6. Weekly Professional Learning Community meetings/ assessment mtgs.	Local	Principal Teachers	Monthly	Improvement in teacher practices and knowledge of assessment planning/outcomes	June 2018

Correlates of Effective Schools: 4-7

## TECHNOLOGY

**Long Range Goal:** By the year 2018 technology will be integrated into all curriculum areas and be used as a teaching tool to enhance teaching and learning.

**District Performance Objective:** The District will establish connectivity to increase the effectiveness of student learning and instructional management. Teachers and students will be trained in use of technology and teachers will incorporate at least one new technology application in each class.

SBOE Goal Correlation 1, 4, 2

AEI 1

SISD Goal Correlation 1,2,4

Correlates of Effective Schools 2, 3, 4, 5

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Formative Evaluation/Date</b>	<b>Expected Outcome</b>	<b>Summative Evaluation/Date</b>
1. Actively pursue support activities and programs detailed in the District Technology Plan	Staff Time Local	Tech Director Special Programs Dir.	Applications made to secure funds Erate Others based on eligibility	Grant awards secured to purchase and implement technology	Purchase of technology/training May 2018
2. Continue curriculum offerings through Distance Learning classes at the High School for dual credit and concurrent enrollment	Staff Time SWTJC	Principal Tech Director Counselor	Classes offered and students enrolled in classes – August	Student graduate from HS with college credits	College credits awarded 2017-2018
3. Utilize the videoconferencing labs for virtual field trips as a curriculum resource	netVision20 membership	Teachers Tech Director Principals	Schedule of field trips	Curriculum enriched by videoconferencing	Completion of videoconferencing
4. Technology integrated in curriculum at all levels	Staff Development Local Technology Allotment Title	Tech Director Secondary Tech Integration Specialist Principals Teachers	Lesson Plans	Technology-rich curriculum improves scores on state assessment	Improved scores on State Assessments May-June 2018

5. All teachers meet SBEC standards for technology proficiency	Title Local	Tech Director Secondary Tech Integration Specialist Principals	End of semester – report of teacher completion of each proficiency level	Improved teacher productivity and integration of technology in curriculum	Projects by students and teacher
6. Continue staff development for teachers through online resources and face-to-face SD	Title Local	Tech Director Secondary Tech Integration Specialist Principals	Lesson Plans, SD sign in sheets and Deliverables	Improved productivity and integration of technology in curriculum	Projects by teachers and students
8. Continue classroom presentation tools in classrooms at all levels including but not limited to LCD projects, electronic whiteboards, LCD TVs and document cameras	Title I Local	Tech Director Principals	Equipment installed	Improve technology integration for whole group instruction and teaching	Improved scores on state assessments
9. Support innovative hardware and software technology to enrich curriculum	Local netVision20 ESC20 Instructional Resources	Tech Director Principals	Resources ordered	Improve instruction	Improved scores on state assessments
10. Refine district website and make it more user friendly and useful to staff, parents and students.	Server Webmaster Staff Development Local	Tech Director	New pages posted every week	Improved communications with parents and community	Improved communications
11. Improve and expand wireless connectivity in all areas of the district.	SLD Erate discount Local	Tech Director	SLD approval of funding	Improved access to infrastructure	Infrastructure installed

## **SYSTEM SAFEGUARDS**

**Long Range Goal:** By the year 2018 Meet 100% of all system safeguards. State and Federal

**District Performance Objective:** By the year 2018 Meet 97% of all system safeguards. State and Federal

<b>Activities/Strategies</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Formative Evaluation/Date</b>	<b>Expected Outcome</b>	<b>Summative Evaluation/Date</b>
1. State performance status in Writing, Science and Social Studies for All students.	Staff Time Local Title One	Principals Teachers	STAAR scores from 2017	Meet state minimum	August 2018
2. Federal performance status in reading for all students.	Staff Time Local Title One	Principals Teachers	STAAR scores from 2017	Meet Federal minimum	August 2018
3. Federal performance status in math for all students.	Staff Time Local Title One	Principal Teachers	STAAR scores from 2017	Meet Federal minimum	August 2018