

District/Campus Improvement Plan

2018– 2019

Sands Consolidated Independent School District

Approved by Board

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2018 – 2019 School Year
SANDS CISD

The site-based decision making committee of SANDS CISD has developed the following District Improvement Plan. Our signatures indicate our agreement with and support of the SANDSs CISD District Improvement Plan.

Lenny Morrow, Principal	_____
Shelley Peacock,ESL	_____
Becky Ragle, Elementary Teacher	_____
Ben Connell, Secondary Teacher	_____
Dustin Wall, Secondary Teacher	_____
Tana Howard, Counselor, G/T, School Safety, Dyslexia	_____
Cody Sandlin, Community Member	_____
Linda Perry, Business Member	_____
Laci Higgins, Parent Member	_____
Jessica Wigington, Auxillary staff	_____
Larry Snowton, Career and Technology	_____
Kim Ware, Special Education	_____
Debbie Barraza, Migrant	_____
Amy Grumbles, Auxiliary	_____
Debra Smithson, Elementary Teacher	_____
Rachelle Morrow, Auxillary staff	_____
Jana Spivey, Cafeteria	_____
Melanie Turner, Secondary Teacher	_____

**Sands CISD
District Goals and Performance Objectives
2018-2019
Comprehensive Needs Assessment**

GOAL #1 – Student Performance

Sands CISD will maintain a high standard of 85% students passing the STAAR and End of Course tests while also pushing students to show growth from prior year standards and show mastery of grade level content.

Performance Objectives:

SANDS CISD will achieve the “Meets” or “Exceeds” standard with 60% of all students and 60% show growth from prior year standards.

GOAL #2 – Student Attendance

SANDS ISD will increase average daily attendance for all students

Performance Objective:

SANDSs CISD will have 97.0% or above attendance for the 2018– 2019 school year.

Goal #3 – Student Drop-out Rate

SANDS CISD will maintain a dropout rate that meets the state standard of less than 1.0%..

Performance Objective:

SANDS CISD will have an annual dropout rate of 1.0% or less for all students and all subgroups.

Goal #4 – College Readiness Standards

SANDS CISD will improve college and career readiness in all students.

Performance Objective:

100% of students will meet one of the following criteria: Pass all TSI components, Meet college ready benchmark on ACT, Meet college ready indicator on EOC test, complete a series of 4 CTE classes in a sequence, Achieve an industry certification, achieve military readiness standard, or successfully complete a college prep class.

Goal #5 – Special Programs

SANDS CISD will improve instructional focus for students in special programs.

Performance Objectives:

SANDS CISD will provide academic programs that meet the needs of all students.

SANDS CISD will increase the number of special education students and ESL students passing the STAAR/EOC test to a 70% pass rate.

Goal #6 – Technology

SANDS CISD will increase integration of technology into the classroom

Performance Objective:

SANDS CISD will increase the opportunities for staff and students to use computer-based instruction; computer assisted instruction and exploration of new technology.

Goal #7 – School Safety & Health

SANDS CISD will maintain and enhance a safe school climate and provide opportunities that are conducive to developing healthy students who make safe and healthy decisions.

Performance Objective:

SANDS CISD will take an ongoing, effective approach to monitoring school safety through the appropriate use of school safety procedures to keep students and teachers free from the threat of harm while also developing and supporting programs that contribute to the growth of self-discipline and respect for others.

Goal #8 – Parent Involvement

Sands CISD will provide parents or guardians more opportunities to participate in their child or children's educational endeavors.

Performance Objective:

SANDS CISD will develop and increase the size and scope of parent involvement in school activities and the learning process.

Goal #9: Transition

Sands CISD will provide for non-stressful transition (elementary to junior high school to high school, and from high school to post-secondary school or work force.

Performance Objective:

SANDS CISD will increase student preparation for critical transition periods in a student's school career through successful completion of district success initiatives. SANDS CISD will have 100% of students who are either taking Dual Credit classes or are part of CTE program and have a clear plan for post high school life.

Sands CISD will have 60% of CTE population taking at least 1 dual credit offering during the current school year.

Goal #10:

Sands CISD staff members will be given the opportunity for enhancing knowledge and skills through proactive **staff development**.

Performance Objective:

SANDS CISD will develop and support programs that contribute to the growth of teacher effectiveness in instruction by requiring teachers to gain 30 hours of training each year in areas approved by administration.

SANDS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT DISTRICT/Campus IMPROVEMENT PLAN 2018-2019

2018-2019 DISTRICT MISSION STATEMENT: The SANDS educational system is committed to providing opportunities for all students so that they may be prepared to participate as responsible citizens in an ever-changing society. We are convinced that all students can maintain a measure of success. We pledge to provide for their development, mentally, physically, emotionally, and socially to assure their success of tomorrow's world.

Goal #1: SANDS CISD will meet or exceed the state standard of at least 85% of the students and each subgroup passing all parts of the STAAR while also moving students to grow from one year to the next and showing mastery of current grade level content.

District Performance Objective #1: SANDS CISD will achieve the "Meets" or "Exceeds" standard with 70% of all students and 70% show growth from prior year standards.

SANDS School has 50% or higher free/reduced rate and is a Title I School-Wide Campus. The State Compensatory Education funds will be used on the schoolwide campus to support and upgrade the Title I program.

Schoolwide Components **1, 2, 3, 4, 8**

READING						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Campus disaggregation of 2018 STAAR reading scores and TPRI as part of a comprehensive needs assessment	Test Data	Two reading intervention teachers	Principal	End of 1st Six weeks	Minutes of meetings/vertical alignment	TPRI Evaluation document/Aware
2. Evaluate campus reading performance to determine instructional needs	Campus Plan and 'STAAR Data		Advisory Committee on each campus	Six weeks monitoring	Reading performance records	STAAR scores TPRI scores
			Classroom Teachers	Report to SBT May 2018		
3. Implementation of Grades K – 12 TEKS Resource center	Instructional Materials	ESC Contracted service.		Six Weeks	Lesson Plans	End of year student Performance record
			Classroom teachers	Report to SBT May 2018	STAAR scores	
4. Accelerated Reader program Used to promote reading practice.	Computers	\$2500	K-8 teachers	Aug – May	STAR test results Goal charts	'STAAR

READING

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
5. Provide opportunities for parent/teacher conferences regarding STAAR scores.	STAAR results Parent Conferences		Teachers Principal	Report to SBT end of first semester		Record of conferences
6. Computer generated reading opportunities using learner appropriate software	Computer Lab Essential Skill Ed City/Study Island		All teachers K-12	Six weeks Monitoring Report to SBT May 2018	Lesson Plans Program reports	STAAR Scores
7. STAAR Readiness a. Test taking strategies b. STAAR practice in actual format c. Student/parent conference with emphasis on strengths/weakness of previous STAAR scores grade 3-6 and 7-11 as needed	Staff Training, commercial and teacher made materials (Eduphoira)		Teachers Responsible for STAAR	Six Weeks Monitoring	Lesson Plans	STAAR Scores
8. Elementary Phonics Wilson Foundations	Adopted Program Foundations of Lanaguage		Elementary and instructional coordinator Principal	Six Weeks Monitoring Report to SBT May of 2018-2019	Lesson Plans Student Records	Report Cards
9. Vertical Alignment of K-12 Reading Programs	Student Performance Records Scott Foresman Glencoe		Elementary Staff Principal	Six Weeks Monitoring Report to SBT May 2018-2019	Minutes of cross grade level meetings	Reading Cscope and sequence of TEKS
10. Periodic grade level meetings to discuss methods of improving instruction PK-2; 3-5, 6-12	Student Performance Records		Instructional Staff Principal	Six Weeks Monitoring Report to SBT May 2018	Staff Meetings	STAAR Reading Scores

READING

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
11. Provide opportunities for STAAR Reading acceleration	required tutorials		Teachers Parents	Six Weeks Monitoring Report to SBT May 2018	6 weeks grades Reading assessments	Final Grades '18 STAAR Scores
12. Staff members will participate in district and or state workshops/ professional development activities related to campus needs.	Workshops Teachers Para-Prof Administration Support Staff	Campus Title I Contract Region 17 CC Title II, IV Coop CATE/GT Coop	Principal	May 2018	Workshop registration	PDAS documentation attendance Teacher Self-Report
13. Assessment for those not taking STAAR, PreK,K,1,2, RPTE, TPRI,	ARD LPAC TPRI, Released STAAR practice test		Teachers Principal LPAC, ARD Title I	Report to SBT May 2018	baseline data 6 weeks monitoring	Released test results
14. Address the % of LEP and Special Ed Students that are taking the STAAR with strategic interventions.	LPAC ARD student Records		Principal Counselor Staff	Six weeks monitoring	Woodcock-Munoz test	TELPAS STAAR
15. Benchmark test in core subjects (checklists, Released STAAR, teacher-made tests)	Released Tests STAAR test Eduphoira		Teachers	Sept-April	test results for beginning, middle, and end	STAAR test

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No progress 5. Discontinued
Date Reviewed:

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Schoolwide Components 1, 2, 3, 4, 5, 8

Mathematics

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Disaggregated STAAR test will be used to determine the instructional needs of each student	Test Data		Principal Teachers	Report to SBT November 2018-2019	Student item analysis reports	STAAR Scores
2. District staff development will continue to provide instruction for creating appropriate STAAR math curriculum through the implementation of the TEKS 3-11grades using TEKS Resource center	District Math Committee	ESC COOPS Title II, IV Title I Contract	Principal Superintendent	Report to SBT May 2018	Staff development programs	Documented in lesson plan
	Math Teachers	STAAR Preparation Reg. 17 ESC Curriculum Content				Handouts
3. District will provide opportunities for the coordination of vertical and horizontal alignment of STAAR mathematics concepts by purchasing Pearson math curriculum For grades K-12	TEKS Curriculum guides/TEKS resource Pearson math	textbook allotment	Teachers Principal	Aug-May	Subject level meetings Report to SBT May 2018	Aligned curriculum Benchmark scores

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Mathematics						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
4. STAAR acceleration opportunities available for pull out classes, mastery classes, computer lab opportunities	Required Tutorials Essential Skills Ed city/Brain Pop Computer Lab	Title I funds	Principal	Monitored each six weeks Report to SBT May 2018	Progress Reports	STAAR
5. Computer assisted instruction will continue to be used throughout the district to reinforce STAAR and TEKS concepts	Computer Lab Class computers Think Through math ISATION/		Teachers	Monitor each 6 weeks Report to SBT May 2018	Lesson Plans	STAAR
6. Test-taking strategies taught throughout the district	Commercial STAAR preparation materials Teacher made materials Workshops	Local funds	Teachers Principal	Monitor 3 and 6 weeks Report to SBT May 2018	Lesson Plans	STAAR
7. Provide opportunities for parent/teacher conferences regarding STAAR scores.	STAAR results		Teachers Principal	Report to SBT end of first semester	Copies of Agenda/Meeting	Record of conferences
8. Math curriculum will continue to be integrated into CTE classes in order instill math as a meaningful life skill.	Math teachers		Principal Teachers	Report to SBT May 2018	Lesson Plans	Test results
9. Emphasis on learning styles	Math teachers		Teachers Principal	Monitor each 6 weeks	Lesson Plans	Test results PDAS
10. Benchmark Assessment for ESL students	ARD Modifications LEP Modifications		Teachers LPAC ARD	Report to SBT May 2018	Lesson Plans Release tests	Release Test result LPAC results Test results
11. Benchmark tests in the area of Math (Released STAAR & Teacher-made exams)	Eduphoira		teachers	three times a semester	benchmark results	STAAR
12. Assessment for those PreK, K, 1,2	ARD exemptions LEP exemptions Iowa Test of Basic Skills		ARD.LPAC teachers Principal	Report to SBT May 2018	Baseline data	Test Results RPTE, TPRI, Release STAAR questions

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some progress 4. No progress 5. Discontinued

Date Reviewed:

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Schoolwide Components 1, 2, 3, 4, 5, 8

Writing						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Disaggregated STAAR test data and TEKS will be used to develop writing instruction strategies.	Test Scores TEKS		Principal Teachers	Monitor end of first semester and then once each six weeks Report to SBT May 2018	Department meetings	STAAR
3. District staff development will continue to provide for creating appropriate writing curriculum	K-8 teachers	Title I Contract	Principal	Report to SBT May 2016	Document staff development In-Service	STAAR
4. District will provide opportunities for the coordination of vertical and horizontal alignment of writing concepts.	TEKS resource STAAR Writing practice Technology(labs)	ESC 17 contract	Teachers Principal	Elem – 6 wks Secondary – 6 wks Report to SBT end of each sem.	Lesson Plans	STAAR

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some progress 4. No progress 5. Discontinued

Writing

Strategies/Activities	Resources		Person Responsible	Performance Timeline	Evaluation	
	Materials/Staff	Cost/Funding			Formative	Summative
5. Elementary classes will incorporate oral language development components during the instructional day.	Teacher Academies Region 17 ESC Wilson Foundation	Campus Funds	Principal	End of each semester	Lesson Plans	Student grades STAAR
6. All classes will review the TEKS specifications and create writing activities in all classes.	Assessment TEKS STAAR test results		Teachers Department Heads Principal	Monitored each Six weeks Report to SBT end of May 2018	Department meetings STAAR	assessments
7. All classes will utilize process writing strategies to strengthen student composition skills	Writing curriculum and instructional materials	Campus Funds	Principal Teachers	End of each 6 weeks Report to SBT end of May 2018	Lesson Plans	STAAR
8. All classes will have a strong instructional focus on the mechanics of writing:(Grammar, capitalization, punctuation, and spelling).	Curriculum materials (Shurley English)	campus funds	Teachers Principal	Monitored each 6 weeks Report to SBT May 2018	Lesson Plans	STAAR
9 Computer assisted instruction will continue to be used throughout the district to reinforce STAAR and TEKS concepts	Computer Lab Class computers Software		Teachers	Monitor each 6 weeks Report to SBT May 2018	Lesson Plans	STAAR
Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some progress 4. No progress 5. Discontinued						

Writing						
Strategies/Activities	Resources		Performance Person Responsible	Timeline	Evaluation	
	Materials/Staff	Cost/Funding			Formative	Summative
10. Provide opportunities for parent/teacher conferences regarding STAAR scores.	STAAR results Parent Conferences		Teachers Principal	Report to SBT end of first semester	Copies of invitations	Record of conferences
11. Staff members will participate in district and or state workshops/ professional development activities related to campus needs to insure a highly qualified staff and TA's	Campus Staff Development	ESC COOPS Title II, IV Title I Contract Region 17 Curriculum Content	Principal	May 2018	Workshop documentation	PDAS Teacher Self- Report
12. Assessment for those , PreK, K, 1,2	ARD exemptions LEP exemptions Iowa Test of Basic Skills PK and K checklist		ARD.LPAC teachers Principal	Report to SBT May 2018	Baseline data	Test Results RPTE, TPRI, Release STAAR questions
13. Benchmark tests in the area of writing (Released STAAR tests, checklists, teacher-made tests	Eduphoira Measuring UP		Teachers	Fall, Winter Spring		STAAR
Evaluation Progress Review Key: Date Reviewed:	1. Accomplished	2. Considerable Progress	3. Some progress	4. No progress	5. Discontinued	

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Schoolwide Components 3, 4

Social Studies

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Using the TEKS specifications a benchmark test will be given to find gaps	STAAR practice materials required tutorials		Teacher Principal	6 weeks End of semester	Report cards	2018STAAR scores
2. Staff will attend Staff Dev. at the ESC17 on Soc. St. TEKS assessment	ESC Workshops	ESC 17 SSA, Title II STAAR Preparation Region 17 ESC Curriculum Content	Teacher Principal	May' 18		2018STAAR scores
3. Provide opportunities for parent/teacher conferences regarding STAAR	STAAR results Parent Conferences		Teachers Principal	Report to SBT end of first semester	Copies of invitations	Record of conferences
4. Staff will work on alignment of social studies concepts both horizontal and vertical using Cscope	Subject/Content meeting Workbooks "Mastering the TEKS"		Teachers Principal	6 weeks		2018STAAR scores
5. Various Speakers	Individual Projects Schoolwide projects		Students Teacher		project eval	2018STAAR scores
6. Increase understanding of academic vocabulary.	TEKS resource	ESC 17 contract	teacher	Six weeks checks	tests/benchmarks	2018 STAAR
7. Talk with parents about grades	Progress reports Report cards		Teacher, parent	every 3 weeks & every 6 weeks	Progress reports Report cards	Grade promotion STAAR
Evaluation Progress Review Key:	1. Accomplished	2. Considerable Progress	3. Some progress	4. No progress	5. Discontinued	

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Schoolwide Components 3, 4

Science						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Using the TEKS specifications a benchmark test will be given to find gaps	TAKS practice materials required tutorials Eduphoria		Teacher Principal	6 weeks End of semester	Report cards	STAAR scores
2. Staff will attend Staff Dev. at the ESC17 on TEKS	ESC Workshops	ESC 17 SSA, Title II Instruct supplies-local and St comp Region 17 ESC Curriculum Content	Teacher Principal	May'18		STAAR scores
3. Provide opportunities for parent/teacher conferences regarding STAAR scores.	STAAR results Parent Conferences		Teachers Principal	Report to SBT end of first semester	Copies of invitations	Record of conferences
4. Staff will work on alignment of science concepts both horizontal and vertical using TEKS resource center	Subject/Content meeting		Teachers Principal	6 weeks		STAAR scores
5. Talk with parents about grades	Progress reports Report cards		Teacher, parent	every 3 weeks & every 6 weeks	Progress reports Report cards	Grade promotion STAAR
6. Utilize computer programs to increase hands on learning Opportunities	Explore learning Moby Max	\$2000/year	Science teachers	All year	Lesson plans	Classroom observations
7. Increase understanding of	TEKS resource	ESC 17 contract	teacher	Six weeks checks	tests/benchmarks	2018 STAAR

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Goal #2: SANDS CISD will increase ***Average Daily Attendance*** for all students.

District Performance Objective: SANDS CISD will have 97.5% or above attendance for the 2018-2019 school year.

Schoolwide Components 2, 5

Attendance						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Incentive Programs for improved attendance			Principal	Monitored each 6 weeks	Student Participation in Incentive Prog.	Attendance records
	Attendance Awards		Teachers			
	Attendance committee		Principal			
	Monetary Award					Report to SBT May 2019
2. Teacher/Secretary will call parents of absent students each day. Principal follow up on absentees	Clerk/Teacher		Principal	Monitored Daily	Daily Attendance	Attendance records
	Handbook Guidelines		Secretary	Report to board monthly		
	Principal			Report to SBT end of each semester		
3. Information distributed to parents about compulsory attendance laws and loss of credit	Mail-outs		Secretary	By September 1	Signed student Handbooks	Attendance records
	Telephone calls		Principal	Open House	Notification letter	
	Open House			Elementary Awards Assembly		
4. Enforcement of Compulsory Attendance Laws	Secretary		Secretary	Report to SBT end of each semester	Correspondence to parents	Attendance Record
	Principal		Principal		Court Records	
	Law Enforcement		Law Enforcement		Letters to Parents	
	Attendance committee					
5. Stress attendance through lessons or programs on character education, self-esteem and personal responsibility	Classroom Teachers		Principal	Report to SBT	Lesson Plans	2018-2019
	Character Counts		Counselor	May 2019		Attendance rate
						Program effectiveness data
6. Revised absence policy To address excessive	Improvement committee	none	principal	May 2019	Weekly checks	2018-2019 data

absences

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some progress 4. No progress 5. Discontinued
Date Reviewed

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Goal #3: SANDS CISD will maintain a dropout rate that meets the state standard of less than 1.0%..

District Performance Objective: SANDS CISD will have an annual dropout rate of 1.0% or less for all students and all subgroups with no low performance for the district.

Schoolwide Components 1, 2, 5

Dropouts						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Analysis to ID at risk students	Time STAAR LPAC Data TPRI		Principal PEIMS Counselor At-Risk committee	By end of first 6 weeks and weekly as needed End of year report to SBT	Student records	Total of un-recovered dropouts
2. Conduct a comprehensive needs assessment using disaggregated 2018 Aware reports	Time to conduct assessment		Grade level teachers Counselors Principal	By the end of the first six weeks Report to SBT November 2019	Documented records District Improve- ment plans	Documented record
3. A withdrawal process ensuring adequate information is gathered, students are counseled by various personnel	Time Counselor Principal		Principal Counselor	In place the first day school On-going monitoring as needed	Dropout list Withdrawals forms Student records	Student records
4. A plan for identifying and recovering dropout students is in place. a. withdrawn student tracking b. drop out counseling c. Special Ed students	Time PEIMS		Principal Staff Counselor PEIMS Coordinator	1 st six weeks Report to SBT November 2018	Dropout list Student records Documentation of tracking Students enrolling In other schools	Final dropout report
5 Parenting education program for students who are parents through PRS services	Parenting counseling service Handouts		Principal Counselor	Six weeks monitoring End of year report to SBT	Number of students parti- cipating in the program	Number of students served through the program that grad- uation or GED

Dropouts						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
6. Provide Homebound Services for students when ID as PRS, SpEd, 504	Teachers Counselor	Special Ed. Funds	Counselor Principal Director Sp. Ed.	End of year report to SBT	Homebound Records	Homebound record
7. Continue Tech Prep	Tech Prep Support Four Year Plan	Federal Funds	Superintendent Subject Teachers Counselor	End of year report to SBT	Tech Prep Contracts	Records of students benefiting from program.
8. Continue academic vertical alignment	teacher meeting TEKS T. Guides		Principal Teachers	Ongoing monitoring End of year report To SBT	Six weeks report of student	Student 4 year plan
9. STAAR acceleration available for non-mastery students, computer lab opportunities STAAR study skills classes	Lab facilities Soft ware-NovaNet Teacher Prep TAKS Remediation Classes Accelerated Reading – SSI		Principal Teachers	6 weeks monitoring End of year report to SBT	Record of student work	Student STAAR performance
10. Assist in location of LEP students and monitor Student progress	LEP services		Federal Programs Principal ESL Staff Migrant Coordinator	First 3 weeks of school and each Report to SBT end of Each semester.	Student records	Annual LEP evaluations
11. Early intervention program for LEP students in K and Grade 1 1. testing 2. tutorials	State ESL Allocation SSI TPRI WDRB		Principal Superintendent ESL staff	Monitored each 6 weeks reporting period End of year report	PreAssessment (skills checklist)	Final assessment progress report to parents
12. Students complete questionnaire providing reasons for dropping out of school	Questionnaire		PEIMS Coordinator	Prior to withdrawal	Completed questionnaire	Completed questionnaire
13. Accountability process is in place a. Compulsory attendance b. Notification of absence to parents c. An appeal process for reviews of excessive absence	Time, postage expenses, district transportation, parent conferences		Appropriate campus personnel Principal PEIMS coordinator Attendance committee	Daily monitoring End of year report	Daily attendance records, copies of letters, record of attendance meetings	Annual dropout report

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Schoolwide Components 1, 2, 3, 4, 5, 7, 8

College Readiness Standards						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Continue to implement the TEKS in grades K – 12	Curriculum Guides Grade level TEKS Curriculum materials		Principal Teachers	Monitored each 6 weeks End of year report	Regularly scheduled sub- ject area and Grade level Meetings.	Completed summatives
2. Address students instructional needs based on disaggregated STAAR and End of Course Exams	STAAR reports End of course exam reports		Principal Teachers Counselor	First 6 weeks Concentrate each six weeks	Six weeks student performance records Regularly scheduled subject area and grade level meetings	Annual student performance
3. Provide instruction in critical thinking skills and problem solving across the curriculum	Curriculum materials Principal/Teachers		Principal Teachers	Each six weeks End of year report	Six weeks student performance records Records of Dept. meetings	Student performance records Lesson Plans
4. Incorporate SAT/ACT Prep Material in the academic Core areas grades 6-12	Testing Class SAT/ACT prep materials online Moodle		Counselor Teachers	End of each semester	Teacher six weeks lesson plan	Inclusion of prep materials in curriculum guides

College Entrance Exam Participation and Performance

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
5. Supplement instruction with ACT/SAT \ during ELA class ACT/SAT class	SAT/ACT		Teachers Counselor	End of fall semester	Regularly scheduled curriculum meetings Practice tests	Inclusion of software program in curriculum guides Lesson Plans Records of student Access.
6. Inform and involve parents in course selection	Media announcements College brochures Campus bulletins Parent letters to 8 th & 9 th		Counselor	Spring meeting prior pre-registration Fall	Parent contacts and meetings	Records of parental involvement
7. Encourage all students to take the ACT through classroom discussions and school wide announcements	ACT bulletin and information		Teachers Counselor	End of second 6 weeks	PSAT pre-registration report	Total number PSAT participants
8. Communicate college opportunities and career choices in all academic areas Visitation to & from college recruiters	Career education instructional materials		Counselor Teachers	End of each semester Two times yearly	Six weeks lesson plans	Inclusion of career education in curriculum guides
9. Increase number of students on SBOE Distinguished plan w/endorsements	Counselor Professors		Counselor Principal	Beginning of 9 th grade Report to SBT by Nov. 2018	Registration	Enrollment records
10. Increase # students taking College classes successfully (DUAL CREDIT)	meetings	none	counselor principal	May 2018	Fall/Spring	Enrollment records Transcripts
11. Promote TSI success	test prep		counselor	May 2018	Benchmarks	TSI scores
12. Increase CTE course Offerings through Howard	Howard Textbooks	textbook fees	Counselor Principal	May 2018	Enrollment records	
13. Create a College Prep Class	Howard curriculum	none	Principal	August 2018	Grade reports	Transcripts
Evaluation Progress Review Key: Date Reviewed:	1. Accomplished	2. Considerable Progress	3. Some progress	4. No progress	5. Discontinued	

**SANDS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT/Campus IMPROVEMENT PLAN 2018-2019**

2018-2019 DISTRICT MISSION STATEMENT: The SANDS educational system is committed to providing opportunities for all students so that they may be prepared to participate as responsible citizens in an ever-changing society. We are convinced that all students can maintain a measure of success. We pledge to provide for their development, mentally, physically, emotionally, and socially to assure the success of tomorrow's world.

Goal #5: SANDS CISD will provide instructional focus for students in special needs.

District Performance Objective: SANDS CISD will provide academic programs that meet the needs of all students.

SANDS CISD will increase the number of special education and ESL students passing the STAAR/EOC test to a 60% pass rate.

Schoolwide Components 2, 3, 4, 6, 8

Special Programs - ESL

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Identify and provide all LEP Students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language	ESL certified teachers	ESL funds, Title I funds, local funds, Title III funds, SCE (ESL/ESC Coop)	Administrator ESL coordinator	Beginning of each school year/as new students enrolled	Home Language Survey List of ESL students	RPTE Scores STAAR Scores
2. Conduct a comprehensive needs assessment of all BE/ ESL students to determine strength and weaknesses	STAAR, RPTE, LPAC Records, Aware		Administrator	Sept. and or May	Disaggregated scores of students program	Written annual evaluation of ESL
3. Reduce the number of parent denials for/ESL program			Administrator LPAC	As needed	Conference with parents	List of students with denials
4. Provide staff development of professional staff as well as for paraprofessional that is researched based with input from staff		ESC ESL Coop ESC Title III SSA Title I, SCE	Administrator	Fall and/or Spring	Registration for Workshop	Attendance Certificates
5. Ensure that LEP students are not over represented in special education or underrepresented in G/T education			Administrator Minority committee members LPAC	Fall/Spring	List of identified/ recommended students in either program	PBMAS
6. Ensure that information to parents is provided in the home language		ESL funds, Title I funds, Title III funds, Local fund, MEP funds	Administrator BE/ESL Teachers LPAC	Ongoing	List of qualified translators	Copies of notices to parents
7. Provide opportunities for		Local funds, ESL	Administrators,	Fall/Spring	School calendar of	Parent Sign-In

parents of ESL students to participate in school-sponsored activities

funds, MEP funds, Title I funds, CATE, Special Education funds
 Teachers, LPAC members, SBDM Committee

parent involvement activities
 Sheet

8. Continue to recruit and retain highly qualified ESL staff including minorities		Local funds ESL funds	Administrators SBDM	Spring semester/ Summer	Positions posted	Fully certified staff hired
9. Address areas of PBMAS Through strategic reading intervention	ESL certified teachers	Local Funds ESL Funds	Teachers Administrators	Ongoing	Benchmarks	STAAR testing
10. Increase reading fluency of ESL students through reading Pullout program/small group Instruction for 30 min	ESL certified teachers	Local Funds ESL Funds	Teachers Administrators	Ongoing	Benchmarks	STAAR testing
11. Utilize benchmark testing to Identify weaknesses in ESL Students	ESL certified teachers	Local Funds ESL Funds	Teachers Administrators	Ongoing	Benchmarks	STAAR testing
12. Computer assisted tutorials For reading	Study Island teachers	Local Funds ESL Funds	Teachers Administrators	Ongoing	Benchmarks	STAAR testing
13. AR program to emphasize Extra Reading practice	AR program	Local funds	Teachers	Ongoing	STAR test	STAAR testing
14. Send staff members to State ESL convention to Gain insight on latest trends To bring back and train staff	Teaches	Title III funds	Administrators	Fall	Staff meetings	STAAR/Woodcock LPAC

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some progress 4. No progress 5. Discontinued
 Date Reviewed:

Special Programs - CTE						
Strategies/Activities	Resources		Performance		Evaluation	
	Cost/Funding	Person Responsible	Timeline	Formative	Summative	
1. Provide vocational and technical programs to all eligible students	local funds	School Board Administration	August	Student choice cards	Courses scheduled	
2. Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and determine the size, scope, quality, and effectiveness of CTE programs	local funds surveys	Administrators Counselors CTE staff	May	Disaggregated data individual programs	Annual evaluation report of all programs and the overall CTE programs	
3. Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices	local funds	CTE staff Program administrator	Spring/Fall	Mid year review of program	Results of annual program review and update	
4. Integrate CTE and academic programs	local funds	CTE staff Academic staff	On-going	Meeting records Written plan for Integration	Annual CTE program evaluation	
5. Encourage students to pursue a coherent sequence of courses	local funds	Counselor Principal	Spring Semester	Student registering for next yrs class	Courses scheduled	
6. Ensure CTE students have a four year plan showing the coherent sequence they are pursuing	Local funds	Counselor/Principal	Spring/Fall	Mid year check of student plans	Strategies developed	
7. Preview PBMAS data elements as they relate to CTE program	local funds	Administrators, Counselor, SBDM committee	Spring Semester	PBMAS Risk Level Report	Student Participation/schedules/Class rosters	
8. Provide course offerings in the following areas: Distance Learning, Videotechnology, Ag classes, A&P	local funds	Administration School Board Counselor	August	List of course offerings	Number of CTE students with four year plans on file	

9. Continue to recruit and retain highly qualified CTE staff including minorities	Local funds	Administration SBDM	Spring semester/ Summer	Positions posted	Fully certified staff
10. Provide staff development for professional staff that is researched based with input from staff	Local Funds	Administrators	Fall/Spring/Summer	Staff development registrations	Attendance certificate
11. Ensure that information to parents is provided in the home language		Administrators CTE Teachers	August-May	List of translators	Copies of notices sent to parents
12. Provide opportunities for parents of CTE students to participate in school-sponsored activities	Local funds, Title 1 funds, MEP funds ESL funds	Administrators CTE teachers counselor	Fall/Spring	School calendar of parent involvement activities	Parents Sign-in Sheet
13. Strive to provide CTE programs that lead students to receiving professional-level license and/or certification	local funds Project Share	Administrators, School board	August-May	Research presentation of possible course offerings	Courses offered for licensing/certification
14. Continue to provide Career Awareness programs in grades PK to 12	Local funds	Administrator Counselor	Spring	Schedule of programs	List of participating students
15. Research possibility of offering Career Investigation course at middle or a Career Connections course at high school	Local	Counselor	Spring	Presentation of possibility of course offering	Course offerings
16. Provide transition activities for middle school to high school to work or to post secondary education	Local	Counselor	Spring	Lesson plans	List of senior students participating
17. Address areas of PBMAS with Risk Levels of 2/3: -None	Local	Administrator	Spring	Agenda	Written strategies
18. Provide intensive STAAR test prep.	Comp. Ed fund	Teachers, Administrators	August-May	Benchmarks	STAAR scores

Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some progress 4. No progress 5. Discontinued
Date Reviewed:

Special Programs- Dyslexia

Strategies/Activities	Resources		Performance		Evaluation	
	Cost/Funding	Person Responsible	Timeline	Formative	Summative	
1. Identify students with dyslexia Or a related disorder and provide Appropriate instructional services	Local	Administration School Board Dyslexia Staff	August, January	Staff training	List of students eligible for services	
2. Provide a program for early Identification, intervention, and support for students at risks for dyslexia or other reading difficulties	Local, Title I	Dyslexia Staff	August	Written procedures	Students identified	
3. Annually align SBOE approved procedures and district/campus procedures	Local time	Dyslexia Staff	August	Draft of written procedures	Written procedures adopted	
4. Provide services for students who may be eligible under Section 504	Local, Title I	Administrators 504 Committee	Daily	List of students identified	List of students served	
5. Provide research based staff development for teachers of dyslexia students that uses individualized intensive, multi-sensor, and phonetic methods to teach reading with input from staff	Local	Administrator	Summer	Training scheduled	Attendance certificates	
6. Provide, when possible, services to students at his/her campus	Local, Title 1	Administrator Dyslexia Staff	Daily	Class schedules	List of students receiving services	
7. Monitor student progress	Local, Title 1	Dyslexia teacher	Each six weeks	Report cards	Skill mastery	
8. Ensure teachers of dyslexic students have proper certification and/or endorsements	Local, Title 1, Part A Title II, Part A, ESC Training	Administrator	Spring Summer	List of teachers providing services	Teaching certificates	
9. Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses	Local, TPRI and other assessment tests	Dyslexia Teachers	August- September January- May	List of students identified	Disaggregated data	
10. Provide services for students according to their needs, i.e., Scottish Rite, Wilson Foundations	Comprehensive needs assessment	Dyslexia Teachers	Daily	Report Cards	Increase in test scores	

11. Provide opportunities for parents of dyslexic students to participate in school-sponsored activities	Local	Administrator Dyslexia Teacher	Fall/Spring	School calendar of parent involvement activities	Parent sign-in sheets
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Evaluation Progress Review Key: 1. Accomplished 2. Considerable Progress 3. Some progress 4. No progress 5. Discontinue

Special Programs Title I, Part A

Strategies/Activities	Resources	Performance		Evaluation	
		Cost/Funding	Person Responsible	Formative	Summative
1. Conduct a comprehensive needs assessment of the entire school which may include but is not limited to TPRI, STAAR RPT, PBMAS, AEIS indicators, staff development, AYP annual report, etc.	Title I, Part A Aware	Administrators Counselor SBDM	August-September	Disaggregated data	Areas of strengths and weaknesses identified AYP
2. Ensure schoolwide reform strategies that address areas of weakness as identified in the comprehensive needs assessment such as: (Accelerated Reader, Reading street, Education City, Moby Max, Essential elements, study island	Title I, Part A Title II, Part A Title II, part D Title IV, Title V, MEP, ESL, SCE, Local, Title III	Administrators Teachers SBDM	Daily	Daily class schedules	Increased student scores STAAR
3. Ensure instruction of all students by highly qualified staff	Title I, Part A Title II, Part A Title II, Part D Title IV, Title V MEP, ESL, Local, SCE, Title III	Administrators	Daily	List of all teachers providing instruction	Teacher certificates PDAS NCLB
4. Provide research based staff development for professional staff and paraprofessional	workshop STAAR	Title I, Part A Title II, Part A Local	Administrators Teachers, ESC	Fall/ Spring	Staff development calendars Attendance Certificates
5. Attend job fairs, recruit from teacher certification programs advertisements to ensure an avenue for attracting highly qualified teachers to high needs schools	Local	Administrators	Spring/ Summer	Course vacancy list	Highly qualified staff hirings
Ensure retention efforts of highly qualified staff are implemented	Local	Administrators	Spring	Teacher evaluations	Interviews

6. Provide parent involvement activities that are planned by parents in order to increase parent involvement	Title I, Part A MEP, Local	Administrators, Parent representatives, SBDM	April/ May	Parent involvement activities scheduled on school calendar	Sign-in sheets at activities to determine increase/decrease
7. Conduct a preschool registration and/or round-up to assist children in the transition from early childhood programs to elementary school	Title I, Part A Local	Pre-K, Migrant Personnel Early childhood Teachers	Spring	Scheduled/Teacher lesson plans/list of activities and and/or handouts	List of children/parents attending
8. Conduct a survey of teachers to decide the use of alternative assessments to improve achievement	Local	Administrator, SBDM	Fall	Agenda item and/or survey	List of assessments to be used
9. Provide effective, timely additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas; especially students furthest away from demonstrating proficiency	Title I, Part A, MEP, ESL, Title III, Local, SCE, Title II, Part A, Title II, Part D, Title IV, Title V	Administrator Counselor Teachers	Each six weeks	Three week progress reports	Report Cards
Ensure that homeless children and youths are not stigmatized or segregated on the basis of other status as homeless	Title I, Part A, SCE, Local	Homeless liaison	Upon enrollment	Enrollment records	Class schedules
10. Coordinate federal, state, and local services and programs and integration with the schoolwide program	Title I, Part A ESL, CATE, Dyslexia, Title II, Part A, Title II, Part D, Title III, Title IV, Title V, Title I, Part C, G/T, SCE, Local, Special Education	Administrator SBDM ESC	Fall	Agenda, minutes of meetings	List of programs by district
11. Coordinate, integrate and consolidate Title I, Part A services with other educational services such as Head Start, Even Start, Reading First, Early Reading First, other	Title I, Part A, BE/ESL, Special Education, MEP, Title III	Administration SBDM	Fall	Lesson plans, schedules, agendas, and minutes of planning meetings	List of programs by district

preschool programs, LEP Programs, special education programs, migratory children, neglected or delinquent youth, homeless children, and immigrant children, CTE, G/T, At-Risk, and Dyslexia in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program

12. Evaluate parent involvement program and include parents in the process		Evaluation document	Principal	Spring	Results of evaluation	Adjustments made to program
13. Review parent involvement policy that is developed jointly, agreed upon and distributed to parents		Time	Administrator SBDM	May	Meeting notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement	Sign-in sheets, Agenda
14. Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved		Time	Administration	Fall	Meeting scheduled	Sign-in sheets, Agenda
15. Revise annually the School-Parent Compact and provide in English and Spanish/German		Time	Administrator SBDM	Spring	Agenda, minutes, draft of compact	Written compact
16. Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school		Time	Administrator	May, August	Agenda, minutes, handouts from planning meetings	Staff development calendar
17. Provide information/communications in a format and in a language that parents can understand	Hoofbeats	Title I, Part A, MEP, ESL	Teachers	August-May	List of interpreters/translators	Copies of information/communication
18. Provide parents information on the level of achievement of parent's child on STAAR and timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified		Title I, Part A	Administrator	Four Weeks	List of students and teachers not certified	Copy of notice sent to parents
19. Chart students achievement growth	Title I, Part A		Administrator, Teacher	Beginning of school		Beginning of each school

from year to year

Aware program

year with STAAR results

20. Address areas of PBMAS with Risk - None Levels of 2/3 which are:

Special Programs-Migrant Education

Strategies/Activities	Resources		Performance		Evaluation	
	Cost/Funding	Person Responsible	Timeline	Formative	Summative	
1. Identify and recruit eligible migrant children ages 3 – 21 through home visits, visibility in community, churches, grocery store, etc.	MEP Funds Local	MEP Staff	On going	Logs/Schedules	COE	
2. Remain current on NGS and TMSTPS ages 3-21 and attend training	MEP Funds	MEP Staff	Fall, Spring, Summer	Report dates, training scheduled	Daily/Weekly schedule	
3. Provide MSC ages 3 – 21 to coordinate school programs and provide services for migrant families (vision, doctors visits, etc)	Local MEP funds	MSC	Daily	Daily Schedule	Records of services provided	
4. Provide either a home-based or school-based early childhood education program ages 3 – Grade 2	Title I, Part A, SCE, Local, MEP	Administrator MEP Staff	Weekly or daily	Checklists, Progress reports, report cards, TPRI	Annual Evaluation Report	
5. Ensure graduation enhancement grades 7-12 by compiling data, monitoring progress, and providing educational opportunities to meet student needs	Local MEP funds	MEP Staff Counselor	Each semester	NGS records	Graduation rate of migrant students	
6. Provide secondary credit exchange and accrual grades 9-12 that cross references NGS educational data with official transcript to verify course credit for appropriate placement	MEP funds Local	MEP Staff Counselor	As needed	NGS Records, transcripts	Credits attained	
7. Provide a parent involvement program ages 3 – 21 including establishing a PAC, which meets regularly, to work in partnership with families and communicate regularly with children’s parents and participates in school-sponsored activities	Local MEP funds	MEP Staff	August-May	Parent involvement activity calendar	Agendas, minutes, sign-in sheets of meetings	
8. Conduct a comprehensive needs assessment of migrant student areas of strengths and weaknesses, including preschool students	MEP funds, Title I, Part A, Local	Administrator MEP Staff	April – August	Migrant student data disaggregated	Areas of strengths and weaknesses identified	

9. Provide services that are migrant specific, i.e. tutorials, remediation, computer-assisted instruction, support services, etc., based on migrant student performance data	MEP Funds, Title I, Part A, BE/ESL Special Education, Local	Administrator MEP Staff	Daily	List of students who have greatest need (Priority of Services Students)	STAAR RPTE/TPRI, Checklist scores
10. Provide researched based staff development opportunities for professionals as well as paraprofessionals with input from migrant staff	Title I, Part A, Title II, Part A Local	ESC Administration	Fall, Spring	Staff development calendar/Registration/staff development forms, minutes of meetings, etc.	attendance certificates
11. Ensure teachers/paraprofessionals have proper certification/endorsements	Local	Administration SBDM	Spring, Summer	Job description	Teacher/Paraprofessional certificates
12. Provide computers for remediation and enhanced instruction	MEP funds	MEP staff	Daily/3 weeks 6 weeks	Migrant students	STAAR
13. Provide a list of the migrant students who have needs of the highest priority and services being provided to students	MEP funds	MEP Staff	August-September	MSC Schedule	List of students
14. Address areas of PBMAS with Risk Level of 2/3 which are: None					

Special Programs - G/T

Strategies/Activities	Resources		Performance Person Responsible	Timeline	Evaluation	
	Cost/Funding				Formative	Summative
1. Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement	Local		Administration G/T Staff G/T Selection Committee	May-August	Agendas, Minutes, sign-in sheets	Written policies, handbooks
2. Continue an annual student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements	Local		Administrator Teacher G/T Selection Committee	August-May	Training of staff on G/T characteristics	List and records of student nominations
3. Provide an advanced and challenging curriculum to all G/T students in all grades	Local, G/T funds, ESC		G/T Staff	August-May	Lesson Plans	Student projects/ Student scores STAAR SAT/ACT
4. Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment	Local, G/T funds		G/T Staff G/T Selection Committee	Fall, Spring	List of students to be tested	List of tests for students with language other than English/Non-verbal tests
5. Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades 1 – 12	Local, G/T funds, ESC		G/T Selection Committee G/T Staff	Spring	Planning meetings scheduled	Three criteria in place
6. Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training	Local, Title V, G/T funds		Administration	Fall, Spring, Summer	Staff development calendar	Attendance certificates
7. Revise and update G/T curriculum framework showing depth and complexity including the four core academic areas	Local		G/T Staff	April-August	Notes, minutes from meetings	G/T Curriculum revisions
8. Survey staff to determine staff development needs	Local		Administrator	Spring	Survey	Summary of survey

9. Provide opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year	Local, G/T funds	G/T Staff	Weekly	Lesson Plans, Schedules	Student surveys
10. Conduct an annual evaluation, including surveys of families, students, program staff, and other district staff	Local	G/T Staff	April	Survey	Summary report of survey
11. Ensure all teachers who teach in the G/T program have the proper certification and/or endorsements	Local, G/T funds	Administrator	April-August	Interviews	Teacher certificates
12. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities, i.e. annual meeting, UIL activities, etc.	Local	Administrator G/T Staff	August-May	Parent Involvement calendar	Sign-in sheets, surveys
13. Address PBMAS areas with Risk Levels of 42/3, which are: None					

Special Programs - PK

Strategies/Activities	Resources		Performance		Evaluation	
	Cost/Funding	Person Responsible	Timeline	Formative	Summative	
1. Ensure that all teachers/paraprofessionals that teach in the program have the proper certification and/or endorsements	Local, Title I, Part A, Title II, Part A	Administration	August	Interview process	Teacher certificates	
2. Provide research-based staff development for professional/paraprofessional staff with input from staff	Local, Title I, Part A, Title II, Part A	Administrator ESC	Fall, Spring, Summer	Survey, staff development calendar	Attendance certificates	
3. Provide parent involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities	Local, Title I, Part A, MEP, ESL, Special Education	Administrator SBDM	August-May	Parent involvement activity calendar	Dates on calendar, agendas, minutes of planning meetings, sign-in Sheets	
4. Provide a Pre-K curriculum reflecting a balance of all areas of learning and encourages children to be actively involved and experience a variety of activities and materials	Local	Pre-K Teachers	Daily	Observation, Lesson plans	Summary of assessment instruments	
5. Provide activities, i.e. registration day, roundup, classroom/campus visitation, to ensure a smooth transition for children into the public school and into Kindergarten	Local, Title I, Part A	Pre-K Teacher K - teacher	Spring	Activities scheduled Notification, handouts	Observation agenda,	

6. Identify four-year-old students through communication to the population in the district with children who are eligible in both English and Spanish

Local

Administration

May – July

Newspapers, letters, notices posted, etc.

Copies of notices

SANDS campus is a Title I, Part A Schoolwide Program with a student poverty rate of at least 40 percent that combines federal funds with SCE funds to serve at-risk students on the Schoolwide Campus with \$ 163.652 and 5.13 FTEs.

Special Programs - At-Risk

Strategies/Activities	Resources		Performance		Evaluation	
	Cost/Funding	Person Responsible	Timeline	Formative	Summative	
1. Determine total amount of SCE funds for campus/district to reduce the dropout rate and improve student performance for at-risk students	Total SCE \$ <u>163.652</u>	Superintendent/ Principal	September	DIP	DIP	
2. Determine total full time equivalents (FTEs) If a person is funded 100% from SCE that is 1 FTE 50% = 0.5 FTE 25% = 0.25 FTE	Total FTE <u>5.13</u>	Superintendent/ Principal	September	DIP	DIP	
3. Develop a policy for identifying, entering, and exiting students from the SCE Program	Local	Superintendent/ Principal	August 07	Meeting to develop policy	Local policy	
4. Identify students at risk of dropping out of school using state criteria	SCE	Administrator Counselor, Teachers	End of 1 st six weeks and throughout the school year, as needed	At-risk criteria distributed	List of at-risk students identified	
5. Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification	Local	Principal	Beginning of school	List developed	All teachers with list and supporting documentation	
6. Conduct a comprehensive needs assessment which includes but is not limited to STAAR, dropout rate, RPTE, to identify areas to accelerate	Local, Title I, Part A, SCE	Counselors Teachers Site-based teams	May or August	Data dis-aggregated for at-risk students	Results of comprehensive needs assessment	
7. Serve PK-3 students who failed readiness test with accelerated, intensive program for early literacy	SCE, Local	Principal	Fall - May	Identified students failing readiness test placed in program	TPRI results	
8. Serve 7 – 12 grade students with below 70 avg. in 2 or more subjects through <u>April</u>	SCE, Local	Principal	Fall – May	Identified students placed in program	Report card grades End-of-year grades	

					Completion rates
9. Serve pregnant students and parents through parenting programs	SCE	Counselor	August – May	Program outline and students placed in programs	High school completion rates
10. Serve LEP students through an accelerated program to acquire proficiency in the English	ESL funds SCE, Local	ESL Teachers Principal	August – May	Progress reports LPAC meetings	RPTE STAAR
11. Provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, etc.	SCE	Principals	August – May	Progress reports Report card grades Benchmark tests	STAAR Completion rate
12. Provide program for students in AEP, expelled, on parole, probation, and previous drop-outs	SCE, Local	Principals	August – May	Disciplinary records Report card grades	STAAR Completion rate GED
13. Compile a report that compares STAAR data of students at risk of dropping out of school and all other district students	SCE AWARE	Counselors SCE Staff	May-August	Disaggregated data	Written report
14. Compile a report that compares high school completion between students at risk of dropping out of school and all other district students	SCE AWARE	Counselors SCE Staff	May	Data collected	Written report
15. Provide research-based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff	Local, Title I Part A, Title II, Part A, Title V, BE/ESL, MEP	Administrator ESC	Fall, Spring, Summer	Staff development calendar	Teacher/Para-professional attendance certificates Sign-in sheets
16. Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities, i.e. open house, fall festival, UIL, parent booster clubs, etc.	Local, Title I, Part A	Administrator SCE Staff	August – May	Parent involvement calendar	Evaluation of parent involvement activities
17. Address PBMAS areas with Risk Levels 2/3 None					

Special Programs – Special Education

Strategies/Activities	Resources		Performance	Timeline	Evaluation	
	Cost/Funding	Person Responsible			Formative	Summative
1. Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or certificates of training required to teach in this special program	Special Education funds, Title I, Part A, Title II, Part A	Administration Special Education Director		August	Review of personnel files	Teacher/Teacher assistants certificates on file
2. Provide research-based staff development with input from staff (Wilson Reading)	Special Education, Title II, Part A, Title I, Part A	Administrator, Special Education Director, Teachers, Teacher Assistants		Fall, Spring, Summer	Staff development calendar	Attendance certificates
3. Ensure that all students with disabilities have access to the general curriculum	Special Education, Local, Title I, Part A	Administrator, Counselor, Special Education Director Special Teachers, Regular Education Teachers		August – May	ARD/IEP	Student schedules
4. Provide training to teachers regarding inclusion & modifying the curriculum for students with disabilities	Special Education, Local	Special Education Director ESC		August	Agenda	Sign-in sheets
5. Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities	Local, Special Education, Title I, Part A	Administrator, Special Education Director		Fall, Spring, Summer	Parent involvement activity calendar	Sign-in sheets
6. Reduce the percentage of special student exemptions from RPTE/STAAR	Special Education Funds	ARD Committee		Fall, Spring	PBMAS	Reduced percentage
7. Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses	SDAA, TAAS/STAAR, RPTE, TPRI, IEPs, etc.	Special Education Director Special Education Teachers		May-August	Disaggregated data	IEP/Needs identified
8. Provide training to ARD committee	ESC, Special Education funds	Special Education Director ESC		August	Training scheduled	Sign-in sheets
9. Address PBMAS areas with Risk Levels of 2/3, which are: Over Identification	Local	Special Education Director		Spring	Agenda	Written strategies developed SIP

2018-2019 NCLB Highly Qualified Plan

Performance Indicator	Current Status	Strategies	Timeline	Funding Source
Increase the percentage of “highly qualified” core academic subject area teachers on each campus to meet 100% in a reasonable timeframe.	District currently meet 100% HQ standard	District will continue to recruit & retain HQ teachers	June 18 -June 19	Title I and Local
Increase the percentage of core academic subject area classes taught by highly qualified teachers in the district to meet 100% in a reasonable timeframe	District has 100% of courses taught by HQ personnel	District will continue to place HQ teachers in core academic areas	June 18 -June 19	Title I and Local
Increase the percentage of core academic subject area teachers in high poverty campuses to meet 100% in a reasonable timeframe	District currently has all courses taught by HQ poverty campuses as district is single campus district	District administration will continue to replace HQ areas with HQ personnel	Aug 18– Aug 19	Title I and Local
Increase the percentage of teachers receiving high-quality professional development on each campus to meet 100% in a reasonable timeframe	District meets 100% HQ standard –all teachers receive Highly Quality professional development	District administration will require teachers to receive at least 7 days of professional development opportunities per year	June 18 -June 19	Title I and Local
Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers	District currently meet 100% HQ standard-single campus district	District will continue to retain and recruit HQ personnel	June 18 -June 19	Title I and Local
Attract and retain highly	District currently attracts and	District administration will continue to		

qualified teachers.

retains HQ teachers

advertise HQ positions via media,
colleges/university placement
offices and other methods

Assist specific teachers not
currently highly qualified to meet
the highly qualified requirements
in a timely manner

District currently has all
teachers HQ

District administration will assist
specific teachers with HQ requirements
if the need arises

June 18 -June 19

Title I and Local

NCLB permits expenditures from the following funding sources to assist LEAs to use in meeting the “highly qualified” requirements.

Title I, Part A – Improving Basic Programs Operated by LEAs

Title II, Part A – Teacher and Principal Training and Recruiting Fund

Title V, Part A – Innovative Programs

Core Academic Subjects as defined by NCLB – English, Reading/ Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History and Geography.

Applicable Exceptions:

Eligible new multi-subject special education teachers who can demonstrate highly qualified in either mathematics, science or language arts have two years from their date-of-hire to meet highly qualified in additional core subject areas taught.

Teachers in eligible district defined as “rural” by the USDE definition who teach two or more subjects and are highly qualified in at least one core academic subject area they teach, have three years from the date-of-hire to become highly qualified in each core subject that they teach.

SANDS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT DISTRICT/Campus IMPROVEMENT PLAN 2018-2019

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Goal #6: Technology – Prepare students to be technologically competent in order to be successful in society.

District Performance Objective: SANDS CISD will develop and support programs that contribute to the growth of self-discipline and respect for others and keep students and teachers free from the threat of harm.

Schoolwide Components

Technology						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Students will have opportunities to a) learn about technology and b) learn from advanced equipment	State-of-the-art hardware and software will be provided	local funds, grants, updated computer labs, updated computer in every classroom,	principal, technology director, and school board	ongoing	monitor student accessibility & feedback	review student progress
	ITV lab will be available for students, staff, and community	TIF and TIE grants, local funds, ESC 17, & server network	principal, technology coordinator	ongoing	monitor number of times lab is used & number of people who utilize the lab	yearly review of progress
	Technology systems lab will be utilized to provide hands-on technology	local funds	principal, technology coordinator, technology lab instructor	August-May	students will earn high school credit while working in the technology lab	students will be able to operate technology modules
	Laptop issues to students 7-12 IPAD available for students	local funds, TIE	principal	August-August of times laptops	monitor number progress are checked out	review of student
2. Teachers will be Encouraged to implement Technology in lesson plans	Sands CISD staff	local funds	Sands CISD staff	ongoing	teacher evaluations & walkthroughs	
3. Research based Learning software will Be utilized in grades K-12	Explore learning Think through math INSTANTION Brain Pop	State & local funds	Sands CISD staff	ongoing	monitor student use	online reports

**SANDS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
DISTRICT/Campus IMPROVEMENT PLAN 2018 – 2019**

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Goal #7 – School Safety

SANDS CISD will maintain and enhance a safe school climate and provide opportunities that are conducive to developing healthy students who make safe and healthy decisions.

Performance Objective:

SANDS CISD will take an ongoing, effective approach to monitoring school safety through the appropriate use of school safety procedures to keep students and teachers free from the threat of harm while also developing and supporting programs that contribute to the growth of self-discipline and respect for others.

Schoolwide Components

School Climate						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Provide each students and staff with a student handbook and student code of conduct, which outlines expected behavior and discipline plan	Handbook and student code of conduct	Local Funds	Administration	1 st day of school	100% return of acknowledgment pages	Informed student body, staff, and community
2. Provide a comprehensive drug educational program. Drug screening	Secure resource people and address drug problems	Local funds	Principal, counselor, student council Drug Screening Co.	August-May annually	Student participation	Student success
3. Provide for students' health through immunization accounts and visual and hearing screening	Maintain all health records and advise on visual and hearing needs	Local funds	Principal/Peims Coord	August-May annually	Student medical records	Updated and completed records
4. Maintain and update the Crisis Management	Student and teacher drills	Time and local funds	Principal, teachers	August-May	Documentation by principal	Completed documentation
5. Provide conflict resolution strategies and goals Citizenship Award	Implement "Character Counts" (K-12) (CNA) Pizza Party	"Character Counts" program information. Management plan.	Principal, teachers	ongoing	Student participation	Observation of student behavior
6. Maintain and update programs that promote	Continue programs such as Christmas programs,	Time, local funds, program information	Administration, teachers	August-May annually	Student and community	Improved relations in community

community awareness and communication	monthly newsletter, DARE week, Read across America					participation	
7. Update and maintain discipline management plan and unsafe school choice option.	Discipline management plan will be placed in Student Code of Conduct Resources used for student needing safe places at school	TEC 37, School Law training, examples of discipline management plan from other schools, time, and local funds	Principal-teachers	Update annually		Discipline management plans published in Student Code of Conduct	Decrease number of discipline referrals
8. Update and maintain discipline strategies plan.	Parents or guardians will continue to be notified when students are not in compliance with Discipline Management Plan	Student Code of Conduct which contains Discipline Management Plan	Principal	August-May annually		Improved parent or guardian communications	Improved student behavior
a. Classroom Management	Discipline AEP will be used by consequences Level II-IV.	Time, Student Handbook, Student Code of Conduct,	Principal	Ongoing		Daily review	Decreased number of discipline reports
9. SANDS CISD will continue to pursue an attendance rate of 97% or higher	Continue to emphasize importance of attendance to parents and students	Time	Principal, teachers	August-May		Daily attendance	ADA
11. Provide proactive education through drug education, violence, dating violence, & suicide prevention programs	Secure resource people for programs and address area in curriculum as appropriate	Title IV programs through ESC 17, health curriculum,	Teachers, principal, counselor, and outside resource people	Throughout the school year		Student participation	Student success
12. Provide training for teachers, students, and parents of awareness of issues regarding sexual abuse of children	ESC17 staff development Shac committee	Time	Administration and SHAC	ongoing		Daily review of students	# of reports
13. Provide proactive approach to maintaining a safe campus.	a.)Sands CISD staff will keep exterior doors locked. b.)Have teachers lock interior Classroom doors. c.)Closely monitor visitors. d.)review all safety	Local funds Local funds Local funds Local funds	Sands CISD staff Sands CISD staff Sands CISD staff Sands CISD staff	ongoing ongoing ongoing ongoing		Ongoing review of procedures. Ongoing review of procedures. Ongoing review of procedures. Ongoing review of procedures.	

procedures monthly.

SANDS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT DISTRICT/Campus IMPROVEMENT PLAN 2018-2019

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Goal #8: Parent Involvement – Parents or guardians will have more opportunity to participate in their child or children's educational endeavors.

District Performance Objective: SANDS CISD will develop and support programs that contribute to the growth of self-discipline and respect for others and keep students and teachers free from the threat of harm.

Schoolwide Components

Parent Involvement						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Schedule teacher/parent conferences to assure thorough communication regarding academic expectations.	Conferences will be scheduled for students who did not pass STAAR	Time	Principal; teachers: Jr. High, High School, Pre-K through 5 th	Before the end of the 2 nd six weeks and throughout the year as needed	Teacher and parent observation	Parent feedback
	Two conferences yearly (elementary)	Time	Principal; teachers: Jr. High, High School, Pre-K through 5 th	Before the end of the 2 nd six weeks and 6 th six weeks As needed	Teacher and parent observation	Parent feedback
	Distribute and collect parent/school compacts	Compacts	Teachers: Pre-k – 12 th , students, principal	By September 1, 2018	Monitor daily return	Percent of return
2. Provide opportunities for parents to be involved in co-curricular and extra-curricular activities	Booster club activities Ag Booster Club	Time, Booster Club funds, and parents	Athletic Director, Booster Club officers and members Ag Parents Class sponsors	Fall, Spring of each year	Membership	Community participation and feedback
	Harvest Festival	Donations, time		Fall	Work schedule	Community participation and feedback
	Class parties	Donations, time	Teachers	Throughout the year	Sign-in log	Community participation and feedback
	Fine Arts programs	Students, parents, time, donations	F.A. teacher	Fall, Spring	Attendance	Community participation and feedback

STAAR awareness Assemblies	local funds	Teachers, principal, counselor	October, February, and April	Sign-in log	Community participation and feedback
Staff Development for communicating with parents	Time, local funds	Principal, teachers	September-May Parental, staff development calendar	Sign-in log	Participation
Thanksgiving Meal	Principal and local funds	November cafeteria staff	Sign-in log		Community participation and feedback
Class meetings	Time, local funds	Teacher (class sponsors)	As needed	Sign-in log	Community participation and feedback
Ag-Field Day	Parents as Partners in Science, Time, local funds, H.S. students, Elementary students, & community members	Administration, Ag teacher, science teachers, and elementary teachers	September	Sign-in logs	Community participation and feedback
Parent and student orientation assembly	Student Handbook and registration materials	Administration	August	Sign-in log and pre-registration materials	Completion of registration materials
School marquee	School calendar and events	School secretary	as needed	Marquee will be changed as needed	Community awareness
District Web Page Information updated District Facebook Page	School calendar and events	Principal, technology teacher	updated weekly	Increased use of web page	History of contacts to web page
Hoofbeats newsletter Mailed home monthly	School calendar and events, SBDM meetings	Principal	Monthly, August-May	Mailed to each home	Increased communication with Parents
Summer Course Sign-up for Grades 8-11; individual conferences and guidance	Student Handbook 4- or5- year plans, graduation requirements, student transcripts	Principal, counselor, secondary teachers	May of each year	Credit check and graduation plan	Student & parent conferences, sign-in log

Book Fair , cookie sales	Time, donations	Teachers, parents	August-May	Sign-in log	Community participation and feedback
G/T Nominations and Program Notifications	Nomination forms	Principal, Selection Committee	March-May	Testing	Placement in program
Parental Policy	Time	Administration, teachers, Parents	October	Sign-in log	Participation and feedback
Parent Conference	Local funds, Time	Staff and parents	November	Sign-in log	Participation and feedback

3. Notify parents:

a. about graduation requirements	Course sign-up and counselor and principal's conferences	Student handbook, 4- or 5- year plan, graduation requirements, and student transcripts	Principal, teachers, and counselor	Conferences ongoing	Credit check, and graduation	Student and parent conferences
b. about financial aid from: (1) TEXAS and Teach for Texas Grant programs (2) Student Loans and Pell grants and (3) scholarships	Course sign-up, Financial aid meeting, and scholarship meetings	Time, resource personnel, and resources from principal and counselor	Principal, counselor	February-April	Applications filled out and correspondence with colleges	Completion of applications
c. about higher education admission requirements	Class guidance meetings and individual conferences with student and parents	College catalogs and the internet	Counselor	Ongoing through the school year	Post-graduation plan on each student	Completion of college applications and student admissions
d. assessment reports	Distributed to each home	Student performance	principal, teachers	Every 3 weeks and 6 weeks	Three week reports	Report cards
e. Entry into any state university if in top 10% of graduating class	College Recruiters		Counselor	Aug-May		# of Students
f. notification of scholarship program for those students who are graduating early	College Recruiters		Counselor	Aug-May		# of Students

SANDS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT DISTRICT/Campus IMPROVEMENT PLAN 2018-2019

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Goal #9: Transition – Provide for non-stressful transition (elementary to junior high school to high school, and from high school to post-secondary school or work force.

District Performance Objective: SANDS CISD will increase student preparation for critical transition periods in a student's school career through successful completion of district success initiatives.

Schoolwide Components

Transition						
Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Provide activities to insure non-stressful transitions for all students	Kindergarten Roundup & pre-registration - pre-K students and parents to visit the school and classroom	Invitations, time, welcome packet	Principal, Kindergarten teacher	Spring before enrollment	Informal discussions with parents and students	Kindergarten enrollment
	K-1 Rodeo	Time, parents, & activities	Kindergarten & 1 st grade teachers	Spring	Student feedback	Ease of transition into 1 st grade
	Kindergarten graduation	invitations, diplomas, donations, and time	Kindergarten teacher, principal	May	Sign-in log	Diplomas and feedback
	invite 5 th graders to visit secondary campus	time	principal	spring of each year	informal discussions with students and tour the facilities	success of first day of secondary school
	Start of school assembly to communicate changes at each grade level	student schedules and time	principal	August each year	question/answer with parents	Sign-in sheet
	course sign-up will take place	graduation plan, copy of transcripts, STAAR information, grant information, and	principal	February or March	student, parents able to make course selections	sign-in sheet

	students are provided with two days to visit a college or vocational school	listing of class offerings time, school, college catalogs, and software	principal	1 day in fall & 1 day in spring	student feedback	sign-in sheet
2. SANDSs school will continue to maintain a 0% dropout rate and 100% graduation rate	attendance committee will meet regularly and review and monitor excessive absences	time, committee, principal	principal, site-based committee	two times a year, principal will monitor throughout the year	daily attendance reports	ADA
	daily parent phone contact concerning	phone, time	school secretary and principal	daily	monitoring student attendance	ADA
3. Students not receiving graduation requirements will be encouraged to pursue a GED	refer students to SANDSs CISD GED or Lamesa ISD GED program	SANDS counselor & Lamesa GED coordinator	SANDSs principal and Lamesa GED program coordinator	as needed	class attendance	percent GED
4. SAT/ACT scores will be improved	emphasize skills and competencies required	ACT classroom materials & resources supplied by teachers	teachers, counselor and principal	August-May	teacher observation and student effort	track improvement in ACT/SAT scores
5. Students will be Encouraged to pursue Dual Credit classes to Promote college readiness	Counselor/principal will meet with students and review options.	Transcripts College degree plans	principal/counselor	August-July	Dual credit student enrollment numbers Dual credit performance.	
6. Jrs. & Srs will attend College Day at Howard College.	Counselor/Principal plan trip	school resources	principal/counselor	October	Principal observation	
7. Jrs. will visit Texas Tech	Counselor/Principal plan	school resources	principal/counselor	October	Principal observation	
8. PGP planning for All 9 th graders to map HS / career options. and degree plans.	Counselor one on one meetings	school resources	counselor	October	PGP reports	
9. School will pursue partnership with Howard college to promote activities for college	Principal will initiate planning with Howard college	local funds	principal/counselor	Ongoing	Increase in student support services	

readiness.

10. School will study Methods to offer more career and technology training opportunities through Ag & Tech. classes to better prepare students.	Principal will initiate planning	local & state funds	principal/counselor	Ongoing	Increase in the number of CTE classes.
11. School will increase awareness of financial aid opportunities by bringing in college financial advisors to assist in educating our students on this topic.	Principal will set up meeting times	local funds	principal/counselor	October & January	Increase in students receiving financial aid.

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Goal #10: Staff will be given the opportunity for enhancing knowledge and skills through proactive **staff development**.

District Performance Objective: SANDS CISD will develop and support programs that contribute to the growth of teacher effectiveness in instruction by requiring teachers to gain 30 hours of training each year in areas approved by administration.

Schoolwide Components

Staff Development

Strategies/Activities	Resources		Performance		Evaluation	
	Materials/Staff	Cost/Funding	Person Responsible	Timeline	Formative	Summative
1. Staff (including para-professionals) will participate in proactive and relevant staff development	Continue to attend ESC 17 workshops	Local funds, ESC 17 personnel Region 17 Curriculum Content Title 1	Administration, staff	June-May annually	Staff feedback & participation	Application of materials and/or techniques
	Host various speakers with expertise on topics pertinent to education	Local funds and ESC 17 personnel	Administration	June-May	Staff feedback & participation	Application of knowledge and skills
	Provide staff development on G/T, special education, ESL, Title I, CATE, SCE, Pre-K	Time & local funds	Administration	June-May	Staff feedback & participation	Improvement in implementing proposals, application of materials and ideas
	Provide mentors for new teachers	Time	Experienced staff members	August-May	Staff feedback & participation	Application of skills, techniques, & procedures
	Online resources such As PACT and webinars.	Local funds	Administration	June-May annually	Staff feedback & participation	
2. Staff will be evaluated to insure adequate performance	Professional staff will be evaluated according to the PDAS instrument	PDAS documents	Principal	Based on SCISD Appraisal calendar	The district will have fewer than 10% growth plans written for staff	PDAS evaluation forms
	Principal will be evaluated using SCISD principal	SCISD Principal's appraisal	Superintendent	August-May annually	The district will have fewer than	Completed principal's

appraisal instrument

instrument

10% growth plans appraisals

Superintendent will be
Evaluated using approved
Instrument

SCISD
Superintendent's
appraisal instrument

Board of Trustees

August-May annually

Completed
Superintendent's
appraisal

Professionals will be
evaluated according to
locally adopted evaluation
form

SCISD
paraprofessional
appraisal instruments

Administration

August-May annually

The district will
have fewer than
10% growth plans
written

Completed
paraprofessional
appraisals
