

2020-21 District/Campus Improvement Plan

Accountability Rating:

School Name	Sands CISD School
Address	101 First St. Ackerly, TX 79713
School ID	
Principal	Lenny Morrow
District Name	Sands CISD
Date of School Board Approval	

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
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	Auxiliary Staff	
Kelly Doster	Career and Technology	
Kim Ware	Special Education	
Debbie Barraza	Migrant	
Amy Grumbles	Auxiliary	
Debra Smithson	Elementary Teacher	
Rachelle Morrow	Auxillary staff	
Jana Spivey	Cafeteria	
Jay Stinson	Secondary Teacher	

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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.

Vision

Core Beliefs

State Goals and Objectives

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 a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational 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 students 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. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education. |
| Objective #5: | Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. |
| Objective #6: | Qualified and highly effective personnel will be recruited, developed, and retained. |
| Objective #7: | The state's students will demonstrate exemplary performance in comparison to national and international standards. |
| Objective #8: | School campuses will maintain a safe and disciplined environment conducive to student learning. |
| Objective #9: | Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. |
| Objective #10: | Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. |
| Objective #11: | The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students. |

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs	Total Expenditures
------------------	--------------------

Subtotal of additional federal funds included for this school: \$

State or Local Programs	Allocation (\$)
	\$4,500.00
State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	\$163,652.00

Subtotal of state or local funds included for this school: \$168,152.00

Total of federal, state, and/or local funds for this school: \$168,152.00

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

Sands CISD had a successful 2019-2020 school year. There were 260 plus students enrolled. Student attendance increased to 97.7% which was higher than previous years. We had 30 ESL students and 8 migrant students being served. 72 out of 75 eligible students were enrolled in a CTE class and 26 students completed at least 1 dual credit class (Out of 40 eligible- 65%).

Summary of Strengths

What were the identified strengths?

Attendance / CTE & Dual Credit participation.

Summary of Needs

What were the identified needs?

Maintain female participation in CTE classes. ESL student performance on state testing and reading proficiency.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Promote CTE enrollment by all students and broaden opportunities within CTE program for all students/

Student Achievement

Overall Summary

With the absence of STAAR test data, student performance was tracked based on benchmarks, reading proficiency tests, and classroom performance. Students continue to show success in understanding grade level content but there is a need to improve reading performance of students in lower grades.

Summary of Strengths

What were the identified strengths?

Students showed high marks in core academic classes throughout the school year. The passing rate exceeded 98%. A high percentage of students were on the honor roll each grading period.

Summary of Needs

What were the identified needs?

Elementary ELA has the greatest potential for growth through reading development. Students writing at all grade levels is also an area of concern.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Funds will be used for remediation resources such as online "Study Island" MATH & ELA enrichment along with supplemental materials to close the gap for our students who are struggling.

School Culture and Climate

Overall Summary

Overall student discipline was positive as student engagement and overall school culture led to a smaller than normal number of discipline referrals.

Summary of Strengths

What were the identified strengths?

Few discipline referrals.

Summary of Needs

What were the identified needs?

Create a culture of character development and good manners.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Incorporate culture improvement strategies such as character development and student led improvement committees.

Staff Quality/Professional Development

Overall Summary

Teacher retention was high as only 1 position needed to be filled. Teachers were able to acquire 30 plus hours of professional development.

Summary of Strengths

What were the identified strengths?

High teacher retention.

Summary of Needs

What were the identified needs?

Spend more time mentoring young teachers and increase opportunities to meet and discuss school improvement.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Devote resources to professional development for teacher improvement. Adjust the salary schedule of district to properly compensate staff to boost morale.

Curriculum, Instruction, Assessment**Overall Summary**

We had more focused reading time in grades K-8. Staff was able to properly address all TEKS and an emphasis was placed on TEKS that were deemed a weakness in prior years.

Summary of Strengths

What were the identified strengths?

Time spent reading increased. Strong scope and sequence in place .

Summary of Needs

What were the identified needs?

Increase reading scores at the elementary level.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Provide funds for remediation in grades K-5.

Family and Community Involvement

Overall Summary

Through "Meet the teacher" events, Open House, grandparent breakfast, valentine breakfast, Christmas musical, field day, and other functions ; Sands CISD was successful at reaching out to parents and having a strong relationship. There was strong parent involvement and overall academic performance and culture was the beneficiary.

Summary of Strengths

What were the identified strengths?

Attendance at school functions.

Summary of Needs

What were the identified needs?

Increase awareness of strong attendance and promote high expectations on academic performance.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Maintain and create opportunities for parents to get involved. Promote attendance.

School Context and Organization

Overall Summary

Collaboration was high in all areas. Board+administration+staff were all on the same page and working together to create a successful environment. We had more students eating in the cafeteria as we emphasized this early in the year. Our special education department showed great improvement on communication and organization. There needs to be a continued focus on improving teacher/parent input in decision-making and school improvement.

Summary of Strengths

What were the identified strengths?

Collaboration

Summary of Needs

What were the identified needs?

Stronger communication in SPED department. More students eating in the cafeteria.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Promote involvement by all stakeholders in decision making.

Technology

Overall Summary

Technology use was at an adequate level. With the implementation of Google classroom in multiple classes, secondary students were exposed to strong technology opportunities. We updated 10-12 teacher computers and continued to increase the quality of computers in our labs.

Summary of Strengths

What were the identified strengths?

Google classroom utilization.

Summary of Needs

What were the identified needs?

Continue to help students take ownership/responsibility of their devices. Focused attention on typing and keyboard management in elementary. Stronger curriculum and engagement in secondary technology classes.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Purchase typing program for elementary. Promote and provide professional development to staff on technology engagement during instruction.

Additional Information

Student Performance Data

Reading

2016-17 Reading STAAR Results

2016-17 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	15	1598	4	27	11	73	9	60	6	40
	6	13	1689	0	0	13	100	10	77	4	31
	7	17	1671	1	6	16	94	8	47	5	29

2017-18 Reading STAAR Results

2017-18 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	14	1434	4	29	10	71	5	36	3	21
	4	19	1500	4	21	15	79	7	37	3	16
	5	22	1606	3	14	19	86	12	55	9	41
	6	19	1655	3	16	16	84	12	63	9	47
	7	12	1747	0	0	12	100	8	67	4	33
	8	18	1720	1	6	17	94	10	56	7	39

2016-17 Reading STAAR Results

2016-17 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	4									

	6	7	1641	0	0	7	100	4	57	1	14
	7	9	1643	0	0	9	100	2	22	1	11

2017-18 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1441	0	0	5	100	2	40	0	0
	4	8	1476	3	38	5	63	3	38	1	13
	5	10	1590	1	10	9	90	5	50	3	30
	6	5	1623	1	20	4	80	2	40	2	40
	7	6	1678	0	0	6	100	3	50	0	0
	8	11	1711	0	0	11	100	5	45	3	27

2016-17 Reading STAAR Results

Student Group											
American Indian or Alaska Native	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	0									
	6	0									
	7	1									

2017-18 Reading STAAR Results

Student Group											
American Indian or Alaska Native	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	1									
	4	1									

	5	0									
	6	0									
	7	0									
	8	1									

2016-17 Reading STAAR Results

Student Group											
Asian	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	1									
	6	0									
	7	0									

2016-17 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	0									
	6	0									
	7	0									

2017-18 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	0									
	4	0									
	5	0									

	6	1									
	7	0									
	8	0									
2016-17 Reading STAAR Results											
Student Group											
Native Hawaiian or Other Pacific Islander	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	0									
	6	0									
	7	0									
2016-17 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	10	1615	1	10	9	90	7	70	4	40
	6	6	1744	0	0	6	100	6	100	3	50
	7	7	1710	1	14	6	86	6	86	4	57
2017-18 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	8	1426	4	50	4	50	3	38	3	38
	4	10	1525	1	10	9	90	4	40	2	20
	5	12	1619	2	17	10	83	7	58	6	50
	6	12	1643	2	17	10	83	8	67	5	42

	7	6	1815	0	0	6	100	5	83	4	67
	8	6	1739	1	17	5	83	4	67	4	67
2016-17 Reading STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	0									
	6	0									
	7	0									
2017-18 Reading STAAR Results											
Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
2016-17 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	6	1495	3	50	3	50	2	33	2	33
	6	7	1701	0	0	7	100	5	71	2	29

	7	11	1635	1	9	10	91	3	27	2	18
2017-18 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	8	1407	3	38	5	63	2	25	2	25
	4	9	1493	3	33	6	67	5	56	1	11
	5	10	1530	3	30	7	70	3	30	2	20
	6	8	1604	3	38	5	63	4	50	4	50
	7	6	1721	0	0	6	100	3	50	1	17
	8	12	1696	1	8	11	92	5	42	3	25
2016-17 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	1									
	6	1									
	7	0									
2017-18 Reading STAAR Results											
Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	3									
	4	3									
	5	4									

	6	2									
	7	0									
	8	0									
2016-17 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	1									
	6	0									
	7	1									
2017-18 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	1									
	4	0									
	5	1									
	6	2									
	7	0									
	8	2									
2016-17 Reading STAAR Results											
Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	7	1513	3	43	4	57	2	29	1	14

	6	4									
	7	7	1574	1	14	6	86	0	0	0	0

Writing

2016-17 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	17	3938	2	12	15	88	6	35	2	12
	7	9	3796	1	11	8	89	2	22	0	0
	7	1									
	7	0									
	7	0									
	7	0									
	7	7	4132	1	14	6	86	4	57	2	29
	7	0									
	7	11	3755	2	18	9	82	3	27	0	0
	7	0									
	7	1									
	7	7	3555	2	29	5	71	1	14	0	0

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	20	3747	5	25	15	75	4	20	1	5
	7	12	4229	0	0	12	100	10	83	3	25
Hispanic/Latino	4	8	3529	3	38	5	63	0	0	0	0
	7	6	3990	0	0	6	100	4	67	0	0

American Indian or Alaska Native	4	1									
	7	0									
Black or African American	4	0									
	7	0									
White	4	11	3904	2	18	9	82	4	36	1	9
	7	6	4468	0	0	6	100	6	100	3	50
Two or More Races	4	0									
	7	0									
Economically Disadvantaged	4	10	3685	3	30	7	70	2	20	0	0
	7	6	4232	0	0	6	100	5	83	1	17
Limited English Proficient	4	3									
	7	0									
Special Education	4	0									
	7	0									

English I

2016-17 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	8	3920	3	38	5	63	3	38	0	0
White	5	3924	2	40	3	60	2	40	0	0

2017-18 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	20	4163	4	20	16	80	13	65	3	15
Hispanic/Latino	9	3945	2	22	7	78	4	44	0	0

White	9	4275	2	22	7	78	7	78	2	22
Economically Disadvantaged	9	4182	2	22	7	78	5	56	1	11

English II

2016-17 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	16	4002	5	31	11	69	11	69	0	0
Hispanic/Latino	7	3852	3	43	4	57	4	57	0	0
White	9	4119	2	22	7	78	7	78	0	0
At-Risk	6	3556	5	83	1	17	1	17	0	0

2017-18 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	7	3818	2	29	5	71	2	29	0	0

Mathematics

2016-17 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	15	1641	4	27	11	73	9	60	4	27
	6	13	1717	0	0	13	100	8	62	2	15

	7	17	1700	6	35	11	65	10	59	6	35
2017-18 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	13	1472	2	15	11	85	7	54	3	23
	4	21	1512	7	33	14	67	6	29	2	10
	5	22	1649	1	5	21	95	13	59	7	32
	6	19	1678	6	32	13	68	8	42	7	37
	7	12	1753	0	0	12	100	8	67	4	33
	8	18	1790	2	11	16	89	11	61	6	33
2016-17 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	4									
	6	7	1687	0	0	7	100	4	57	1	14
	7	9	1660	4	44	5	56	4	44	2	22
2017-18 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1455	0	0	5	100	2	40	0	0
	4	9	1438	6	67	3	33	1	11	0	0
	5	10	1619	1	10	9	90	6	60	2	20
	6	5	1632	1	20	4	80	1	20	1	20

	7	6	1741	0	0	6	100	4	67	2	33
	8	11	1714	2	18	9	82	6	55	2	18

2016-17 Mathematics STAAR Results

Student Group											
American Indian or Alaska Native	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	0									
	6	0									
	7	1									

2017-18 Mathematics STAAR Results

Student Group											
American Indian or Alaska Native	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	1									
	4	1									
	5	0									
	6	0									
	7	0									
	8	1									

2016-17 Mathematics STAAR Results

Student Group											
Asian	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	1									
	6	0									
	7	0									

2016-17 Mathematics STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	0									
	6	0									
	7	0									

2017-18 Mathematics STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	0									
	4	0									
	5	0									
	6	1									
	7	0									
	8	0									

2016-17 Mathematics STAAR Results

Student Group											
Native Hawaiian or Other Pacific Islander	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	0									
	6	0									
	7	0									

2016-17 Mathematics STAAR Results

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Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	10	1662	2	20	8	80	6	60	2	20
	6	6	1753	0	0	6	100	4	67	1	17
	7	7	1733	2	29	5	71	5	71	3	43

2017-18 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1478	2	29	5	71	4	57	3	43
	4	11	1563	1	9	10	91	4	36	2	18
	5	12	1673	0	0	12	100	7	58	5	42
	6	12	1660	5	42	7	58	5	42	4	33
	7	6	1765	0	0	6	100	4	67	2	33
	8	6	1919	0	0	6	100	4	67	3	50

2016-17 Mathematics STAAR Results

Student Group											
Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	0									
	6	0									
	7	0									

2017-18 Mathematics STAAR Results

Student Group											
---------------	--	--	--	--	--	--	--	--	--	--	--

Two or More Races	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									

2016-17 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	6	1556	4	67	2	33	2	33	2	33
	6	7	1748	0	0	7	100	4	57	2	29
	7	11	1641	6	55	5	45	4	36	2	18

2017-18 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	7	1464	1	14	6	86	2	29	2	29
	4	11	1488	5	45	6	55	3	27	1	9
	5	10	1598	1	10	9	90	4	40	1	10
	6	8	1647	4	50	4	50	3	38	3	38
	7	6	1777	0	0	6	100	4	67	2	33
	8	12	1747	1	8	11	92	6	50	3	25

2016-17 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	1									
	6	1									
	7	0									

2017-18 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	3									
	4	4									
	5	4									
	6	2									
	7	0									
	8	0									

2016-17 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	1									
	6	0									
	7	1									

2017-18 Mathematics STAAR Results

Student Group										
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Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	1									
	4	0									
	5	1									
	6	2									
	7	0									
	8	2									

2016-17 Mathematics STAAR Results

Student Group											
At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	5	7	1545	3	43	4	57	2	29	0	0
	6	4									
	7	7	1589	5	71	2	29	1	14	0	0

Algebra I

2016-17 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	7	4208	1	14	6	86	6	86	3	43

2017-18 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

All Students	20	4527	2	10	18	90	15	75	12	60
Hispanic/ Latino	9	4199	1	11	8	89	5	56	3	33
White	9	4691	1	11	8	89	8	89	7	78
Economically Disadvantaged	9	4482	0	0	9	100	6	67	3	33

Science

2016-17 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	15	3970	3	20	12	80	7	47	4	27
Hispanic/	5	3									
American Indian or	5	0									
Asian	5	1									
Black or African	5	0									
Native Hawaiian or Other Pacific Islander	5	0									
White	5	10	4072	1	10	9	90	5	50	3	30
Two or More Races	5	0									
Economically	5	5	3756	2	40	3	60	2	40	1	20
Limited English	5	1									
Special Education	5	1									
At-Risk	5	7	3562	3	43	4	57	0	0	0	0

2017-18 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	22	3915	2	9	20	91	10	45	3	14

	8	18	4126	1	6	17	94	9	50	7	39
Hispanic/ Latino	5	10	3777	2	20	8	80	4	40	0	0
	8	11	4024	0	0	11	100	4	36	2	18
American Indian or Alaska Native	5	0									
	8	1									
Black or African American	5	0									
	8	0									
White	5	12	4031	0	0	12	100	6	50	3	25
	8	6	4266	1	17	5	83	4	67	4	67
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	10	3881	1	10	9	90	4	40	1	10
	8	12	3987	1	8	11	92	4	33	2	17
Limited English Proficient	5	4									
	8	0									
Special Education	5	1									
	8	2									

Biology

2016-17 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	7	4120	1	14	6	86	5	71	0	0

2017-18 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	19	4441	0	0	19	100	15	79	6	32
Hispanic/	8	4122	0	0	8	100	5	63	0	0

Latino										
White	9	4627	0	0	9	100	8	89	5	56
Economically Disadvantaged	9	4442	0	0	9	100	7	78	2	22

Social Studies

2016-17 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	18	3565	10	56	8	44	4	22	1	6
Hispanic/ Latino	8	11	3529	8	73	3	27	2	18	0	0
American Indian or Alaska Native	8	1									
Black or African American	8	0									
White	8	6	3607	2	33	4	67	2	33	1	17
Two or More Races	8	0									
Economically Disadvantaged	8	12	3486	9	75	3	25	2	17	1	8
Limited English Proficient	8	0									
Special Education	8	2									

U.S History

2016-17 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	17	4487	1	6	16	94	14	82	11	65
Hispanic/Latino	6	4300	1	17	5	83	4	67	3	50
White	10	4600	0	0	10	100	9	90	7	70
Economically Disadvantaged	6	4373	0	0	6	100	4	67	3	50

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	11	4969	0	0	11	100	10	91	10	91
Hispanic/Latino	5	4666	0	0	5	100	4	80	4	80
White	6	5222	0	0	6	100	6	100	6	100

Goals and Strategies

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.

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.

READING

Evaluation Data Source(s):

STAAR TEST

Summative Evaluation:

June 2021

Strategy/Activity 1

Campus disaggregation of 2019 STAAR reading scores and TPRI as part of a comprehensive needs assessment

Targeted Support Strategy

Timeline

End of 1st Six weeks

Person(s) Responsible/Monitor

Principal/Test Data

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Minutes of meetings/vertical alignment

needs assessment

Summative

June

TPRI Evaluation document/Aware

Resources

Description

Two reading intervention teachers

Strategy/Activity 2

Evaluate campus reading performance on TPRI/STAR reading test to determine instructional needs.

Targeted Support Strategy

Timeline

Six weeks monitoring

Report to SBT May 2021

Person(s) Responsible/Monitor

Advisory Committee on each campus/Campus Plan and STAAR Data

Classroom Teachers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Reading performance records

Summative

June

STAAR scores TPRI scores

Resources

Strategy/Activity 3

Implementation of Grades K – 12 TEKS Resource center to ensure proper curriculum delivery.

Targeted Support Strategy

Timeline

Six Weeks/Report to SBT May 2021

Person(s) Responsible/Monitor

Classroom teachers/ Instructional Materials

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans

Summative

June

End of year student Performance record/STAAR scores

Resources

Description

ESC Contracted service

Strategy/Activity 4

Accelerated Reader program Used to promote reading practice

Targeted Support Strategy

Timeline

Aug – May

Person(s) Responsible/Monitor

K-8 teachers/Computers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

STAR test results
Goal charts ‘

Summative

June

STAAR

Resources

Amount

2500

Strategy/Activity 5

Provide opportunities for parent/teacher conferences regarding STAAR scores

Targeted Support Strategy

Timeline

Report to SBT end of first semester

Person(s) Responsible/Monitor

Teachers/Principals
STAAR results/Parent Conferences

Strategy's Expected Result/Impact

Reviews

Formative

Summative

June

Record of conferences

Resources

Strategy/Activity 6

Computer generated reading opportunities using learner appropriate software.

Targeted Support Strategy

Timeline

Six weeks Monitoring
Report to SBT May 2021

Person(s) Responsible/Monitor

All teachers K-12
Computer Lab/Essential Skill/Ed City/Study Island

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans/Program reports

Summative

June

STAAR Scores

Resources

Strategy/Activity 7

STAAR Readiness training
a. Test taking strategies
b. STAAR practice in actual format
c. online practice tools

Targeted Support Strategy

Timeline

Six Weeks Monitoring

Person(s) Responsible/Monitor

Teachers Responsible for STAAR

Staff Training, commercial and teacher made materials (Eduphoira)

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans

Summative

June

STAAR Scores

Resources

Strategy/Activity 8

Uniform and consistent implementation of Elementary Phonics in grades PK-3.

Critical Success Factor(s)

CSF 1

Timeline

Six Weeks Monitoring/Report to SBT May of 2021

Person(s) Responsible/Monitor

Elementary and instructional coordinator/Principal

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans

Student Records

Summative

June

Report Cards

Resources

Strategy/Activity 9

Vertical Alignment of K-12 Reading Programs through use of HMH curriculum.

Critical Success Factor(s)

CSF 1

Timeline

Six Weeks Monitoring/Report to SBT May of 2021

Person(s) Responsible/Monitor

Elementary Staff/Principal

Student Performance Records/HMH curriculum

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Minutes of cross grade level meetings

Summative

June

Reading scope and sequence of TEKS

Resources

Strategy/Activity 10

Periodic grade level meetings to discuss methods of improving instruction PK-2; 3-5, 6-12

Timeline

Six Weeks Monitoring/Report to SBT May of 2021

Person(s) Responsible/Monitor

Instructional Staff/Principal

Student Performance Records

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Staff Meetings

Summative

June

STAAR Reading Scores

Resources

Strategy/Activity 11

Provide grade specific STAAR Reading intervention for low performers.

Timeline

Six Weeks Monitoring

Report to SBT May 2021

Person(s) Responsible/Monitor

Teachers/Parents

required tutorials

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

6 weeks grades

Reading assessments

Summative

June

Final Grades

STAAR Scores

Resources

Strategy/Activity 12

Staff members will participate in district and or state workshops/professional development activities related to campus needs.

Timeline

May 2021

Person(s) Responsible/Monitor

Principal

Workshops, Teachers, Para-Prof, Administration, Support Staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Workshop registration

Summative

June

TTESS meetings / End of year conference

Teacher Self-Report

Resources

Description

Campus Title I Contract, Region 17 CC, Title II, IV Coop, CATE/GT Coop

Strategy/Activity 13

End of year Assessment for those not taking STAAR (PreK,K,1,2)

Timeline

Report to SBT May 2021

Person(s) Responsible/Monitor

Teachers, Principals, LPAC, ARD, Title I

ARD, LPAC, TPRI, Released STAAR practice test

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

baseline data 6 weeks monitoring

Summative

June

Released test results

Resources**Strategy/Activity 14**

Address the % of LEP and Special Ed Students that are taking the STAAR with strategic interventions.

Timeline

Six weeks monitoring

Person(s) Responsible/Monitor

Principal/Counselor/Staff

LPAC, ARD, Student Records

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Woodcock-Munoz test

Summative

June

TELPAS
STAAR

Resources

Strategy/Activity 15

Benchmark test in core subjects (checklists, Released STAAR, teacher-made tests)

Timeline

Sept-April

Person(s) Responsible/Monitor

Teachers

Released Tests, STAAR test, Eduphoira

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

test results for beginning, middle, and
end

Summative

June

STAAR test

Resources

Performance Objective 2:

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.

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

Mathematics

Evaluation Data Source(s):

STAAR

Summative Evaluation:

June 2021

Strategy/Activity 1

Disaggregated STAAR test will be used to determine the instructional needs of each student

Timeline

Report to SBT November 2020

Person(s) Responsible/Monitor

Principal/Teachers
Test Data

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Student item analysis reports
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Summative

June	STAAR Scores
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Resources

Strategy/Activity 2

District will utilize appropriate TEKS based math curriculum through the implementation of the TEKS Resource center.

Timeline

Report to SBT May 2021

Person(s) Responsible/Monitor

Principal/Superintendent

District Math Committee/Math Teachers

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Staff development programs
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Summative

June	Documented in lesson plan Handouts
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Resources

Description	ESC COOPS
Description	Title II, IV
Description	Title I Contract
Description	STAAR Preparation Reg. 17 ESC Curriculum Content

Strategy/Activity 3

District will provide opportunities for the coordination of vertical alignment of STAAR mathematics concepts by purchasing Pearson math curriculum For grades K-12

Timeline

Aug-May

Person(s) Responsible/Monitor

Teachers/Principals

TEKS Curriculum guides/TEKS resource/Pearson math

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Subject level meetings

Report to SBT May 2018

Summative

June

Aligned curriculum/Benchmark scores

Resources

Description

textbook allotment

Strategy/Activity 4

STAAR acceleration/intervention opportunities available for pull out classes, mastery classes, computer lab opportunities

Timeline

Monitored each six weeks/Report to SBT May 2021

Person(s) Responsible/Monitor

Principal

Required Tutorials, Essential Skills, Ed city/Brain Pop, Computer Lab

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Progress Reports

Summative

June

STAAR

Resources

Description

Title I funds

Strategy/Activity 5

Computer assisted instruction will continue to be used throughout the district to reinforce STAAR and TEKS concepts

Timeline

Monitor each 6 weeks/Report to SBT May 2021

Person(s) Responsible/Monitor

Teachers

Computer Lab, Class computers, Study island/Education City

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans

Summative

June

STAAR

Resources

Strategy/Activity 6

STAAR Test-taking strategies taught throughout the district.

Timeline

Monitor 3 and 6 weeks/Report to SBT May 2021

Person(s) Responsible/Monitor

Teachers/Principal
Commercial STAAR preparation materials, Teacher made materials, Workshops

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Lesson Plans
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Summative

June	STAAR
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Resources

Description	Local funds
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Strategy/Activity 7

Provide opportunities for parent/teacher conferences regarding STAAR scores.

Timeline

Report to SBT end of first semester

Person(s) Responsible/Monitor

Teachers/Principal
STAAR results

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Copies of Agenda/Meeting

Summative

June

Record of conferences

Resources

Strategy/Activity 8

Math curriculum will continue to be integrated into CTE classes in order instill math as a meaningful life skill.

Timeline

Report to SBT May 2021

Person(s) Responsible/Monitor

Principal/Teachers

Math teachers/AG teachers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans

Summative

June

Test results

Resources

Strategy/Activity 9

Emphasis on learning styles through appropriate staff development.

Timeline

Monitor each 6 weeks

Person(s) Responsible/Monitor

Teachers/Principal
Math teachers

Strategy's Expected Result/Impact

Reviews

Formative

November January March Lesson Plans

Summative

June Test results
TTESS

Resources

Strategy/Activity 10

Benchmark Assessment for ESL students

Timeline

Report to SBT May 2021

Person(s) Responsible/Monitor

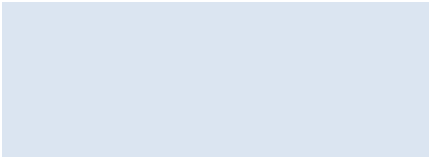
Teachers/LPAC/ARD
ARD Modifications, LEP Modifications

Strategy's Expected Result/Impact

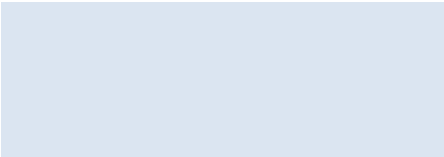
Reviews

Formative

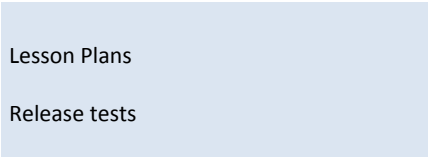
November



January



March



Lesson Plans

Release tests

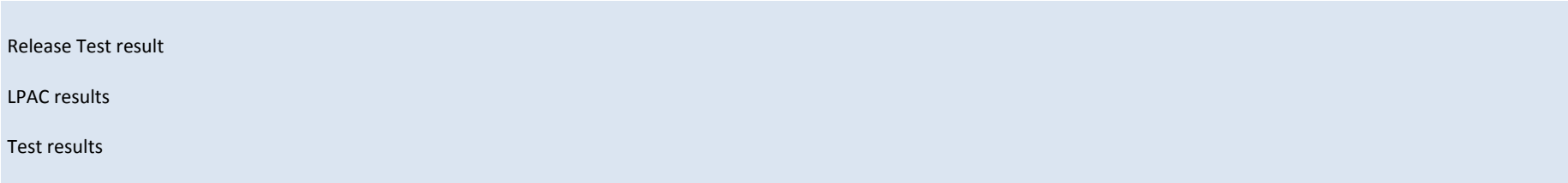
Summative

June

Release Test result

LPAC results

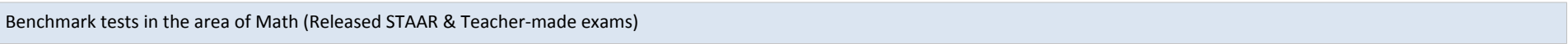
Test results



Resources

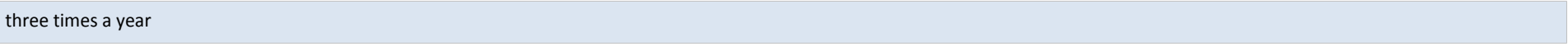
Strategy/Activity 11

Benchmark tests in the area of Math (Released STAAR & Teacher-made exams)



Timeline

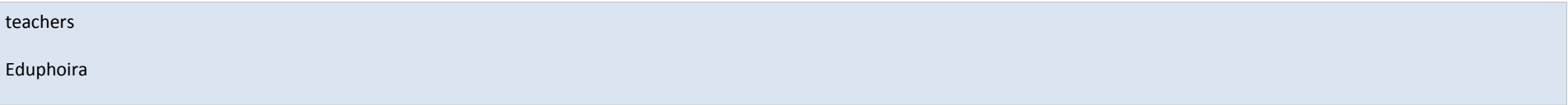
three times a year



Person(s) Responsible/Monitor

teachers

Eduphoira

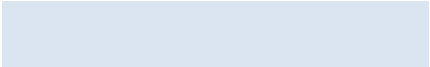


Strategy's Expected Result/Impact

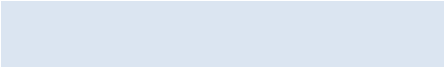
Reviews

Formative

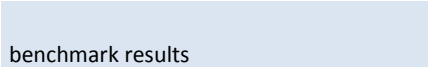
November



January



March



benchmark results

Summative

June STAAR

Resources

Strategy/Activity 12

End of year Assessment for those in PreK, K, 1,2

Timeline

Report to SBT May 2021

Person(s) Responsible/Monitor

ARD.LPAC, teachers, Principal

Strategy's Expected Result/Impact

Reviews

Formative

November January March Baseline data

Summative

June Test Results, RPTE, TPRI, Release STAAR questions

Resources

Performance Objective 3:

SANDS CISD will achieve the “Meets” or “Exceeds” standard with 70% of all students and 70% show growth from prior year standards.

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

Writing

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Disaggregated STAAR test data and TEKS will be used to develop writing instruction strategies.

Timeline

Monitor end of first semester and then once each six weeks

Report to SBT May 2021

Person(s) Responsible/Monitor

Principal/Teachers

Test Scores/TEKS

Strategy's Expected Result/Impact

Reviews

Formative

November January March Department meetings

Summative

June STAAR

Resources

Strategy/Activity 2

District staff development will continue to provide for creating appropriate writing curriculum

Timeline

Report to SBT May 2021

Person(s) Responsible/Monitor

Principal

K-8 teachers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Document staff development

In-Service

Summative

June

STAAR

Resources

Description

Title I Contract

Strategy/Activity 3

District will provide opportunities for the coordination of vertical alignment of writing concepts

Timeline

Elem – 6 wks

Secondary – 6 wks

Report to SBT end of each sem.

Person(s) Responsible/Monitor

Teachers/Principals

TEKS resource, STAAR Writing practice, Technology(labs)

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans

Summative

June

STAAR

Resources

Description

ESC 17 contract

Strategy/Activity 4

Elementary classes will incorporate oral language development components during the instructional day.

Timeline

End of each semester

Person(s) Responsible/Monitor

Principal

Teacher Academies, Region 17 ESC

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans

Summative

June

Student grades

STAAR

Resources

Description

Campus Funds

Strategy/Activity 5

All classes will review the TEKS specifications and create writing activities in all classes.

Timeline

Monitored each Six weeks

Report to SBT end of May 2021

Person(s) Responsible/Monitor

Teachers/Department Heads/Principal

Assessment, TEKS, STAAR test results

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Department meetings

STAAR

Summative

June

assessments

Resources

Strategy/Activity 6

All classes will utilize process writing strategies to strengthen student composition skills

Timeline

End of each 6 weeks

Report to SBT end of May 2021

Person(s) Responsible/Monitor

Principal/Teachers

Writing curriculum and instructional materials

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans

Summative

June

STAAR

Resources

Description

Campus Funds

Strategy/Activity 7

All classes will have a strong instructional focus on the mechanics of writing:(Grammar, capitalization, punctuation, and spelling).

Timeline

Monitored each 6 weeks

Report to SBT May 2021

Person(s) Responsible/Monitor

Teachers/Principal

Curriculum materials (Shurley English)

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans

Summative

June	STAAR
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Resources

Description	campus funds
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Strategy/Activity 8

Computer assisted instruction will continue to be used throughout the district to reinforce STAAR and TEKS concepts

Timeline

Monitor each 6 weeks
Report to SBT May 2021

Person(s) Responsible/Monitor

Teachers
Computer Lab, Class computers, Software

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Lesson Plans
----------	--	---------	--	-------	--------------

Summative

June	STAAR
------	-------

Resources

Strategy/Activity 9

Provide opportunities for parent/teacher conferences regarding STAAR scores.
--

Timeline

Report to SBT end of first semester

Person(s) Responsible/Monitor

Teachers/Principal

STAAR results, Parent Conferences

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Copies of invitations

Summative

June

Record of conferences

Resources

Strategy/Activity 10

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

Timeline

May 2021

Person(s) Responsible/Monitor

Principal

Campus, Staff Development

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Workshop documentation

Summative

June	PDAS
	Teacher Self-Report

Resources

Description	ESC COOPS Title II, IV T itle I Contract Region 17 Curriculum Content
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Strategy/Activity 11

Assessment for those PreK, K, 1,2

Timeline

Report to SBT May 2021

Person(s) Responsible/Monitor

ARD.LPAC, teachers, Principal
ARD exemptions, LEP exemptions, Iowa Test of Basic Skills, PK and K checklist

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Baseline data
----------	--	---------	--	-------	---------------

Summative

June	Test Results, RPTE, TPRI, Release STAAR questions
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Resources

Strategy/Activity 12

Benchmark tests in the area of writing (Released STAAR tests, checklists, teacher-made tests)

Timeline

Fall, Winter

Spring

Person(s) Responsible/Monitor

Teachers

Eduphoira, Measuring UP

Strategy's Expected Result/Impact

Reviews

Formative

Summative

June

STAAR

Resources

Performance Objective 4:

SANDS CISD will achieve the “Meets” or “Exceeds” standard with 70% of all students and 70% show growth from prior year standards.

Schoolwide Components 3, 4

Social Studies

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Using the TEKS specifications a benchmark test will be given to find gaps

Timeline

6 weeks
End of semester

Person(s) Responsible/Monitor

Teacher/Principal

STAAR practice materials, required tutorials

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Report cards

Summative

June

2021 STAAR scores

Resources

Strategy/Activity 2

Staff will attend Staff Dev. at the ESC17 on Soc. St. TEKS assessment

Timeline

May' 21

Person(s) Responsible/Monitor

Teacher/Principal

ESC Workshops

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				2018 STAAR scores

Summative

Resources	
Description	ESC 17 SSA, Title II STAAR Preparation Region 17 ESC Curriculum Content

Strategy/Activity 3

Provide opportunities for parent/teacher conferences regarding STAAR

Targeted Support Strategy

Timeline

Report to SBT end of first semester

Person(s) Responsible/Monitor

Teacher/Principal

STAAR results/Parent Conferences

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				Copies of invitations

Summative

June

Record of conferences

Resources

Strategy/Activity 4

Staff will work on alignment of social studies concepts both horizontal and vertical using Cscope

Timeline

6 weeks

Person(s) Responsible/Monitor

Teacher/Principal

Subject/Content meeting, Workbooks, Mastering the TEKS

Strategy's Expected Result/Impact

Reviews

Formative

Summative

June

2021 STAAR scores

Resources

Strategy/Activity 5

Various Speakers

Timeline

Person(s) Responsible/Monitor

Students/Teacher

Individual Projects, Schoolwide projects

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

project eval

Summative

June

2021 STAAR scores

Resources

Strategy/Activity 6

Increase understanding of academic vocabulary.

Timeline

Six weeks checks

Person(s) Responsible/Monitor

teacher

TEKS resource

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

tests/benchmarks

Summative

June

2021 STAAR

Resources

Description

ESC 17 contract

Strategy/Activity 7

Talk with parents about grades and student progress.

Timeline

every 3 weeks & every 6 weeks

Person(s) Responsible/Monitor

Teacher, parent

Progress reports, Report cards

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Progress reports
Report cards

Summative

June

Grade promotion
STAAR

Resources

Performance Objective 5:

SANDS CISD will achieve the “Meets” or “Exceeds” standard with 70% of all students and 70% show growth from prior year standards.

Schoolwide Components 3, 4

Science

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Using the TEKS specifications a benchmark test will be given to find gaps

Timeline

6 weeks
End of semester

Person(s) Responsible/Monitor

Teacher/Principal

TAKS practice materials, required tutorials, Eduphoria

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Report cards

Summative

June

STAAR scores

Resources

Strategy/Activity 2

Staff will attend Staff Dev. at the ESC17 on TEKS

Timeline

May 2021

Person(s) Responsible/Monitor

Teacher/Principal

ESC Workshops

Strategy's Expected Result/Impact

Reviews

Formative

Summative

June
STAAR scores

Resources

Description	ESC 17 SSA, Title II
Description	Instruct supplies-local and St comp
Description	Region 17 ESC
Description	Curriculum Content

Strategy/Activity 3

Provide opportunities for parent/teacher conferences regarding STAAR scores.

Timeline

Report to SBT end of first semester

Person(s) Responsible/Monitor

Teacher/Principal
STAAR results, Parent Conferences

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Copies of invitations
----------	--	---------	--	-------	-----------------------

Summative

June
Record of conferences

Resources

Strategy/Activity 4

Staff will work on alignment of science concepts both horizontal and vertical using TEKS resource center

Timeline

6 weeks

Person(s) Responsible/Monitor

Teacher/Principal

Subject/Content meeting

Strategy's Expected Result/Impact

Reviews

Formative

Summative

June

STAAR scores

Resources

Strategy/Activity 5

Talk with parents about grades

Timeline

every 3 weeks & every 6 weeks

Person(s) Responsible/Monitor

Teacher, parent

Progress reports, Report cards

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Summative

June

Grade promotion

STAAR

Progress reports, Report cards

Resources

Strategy/Activity 6

Utilize computer programs to Increase hands on learning Opportunities

Timeline

All year

Person(s) Responsible/Monitor

Science teachers

Explore learning, Moby Max

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson plans

Summative

June

Classroom observations

Resources

Amount

2000

Description

/year

Strategy/Activity 7

.Increase understanding of academic vocabulary.

Timeline

Six weeks checks

Person(s) Responsible/Monitor

teacher

TEKS resource

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

tests/benchmarks

Summative

June

2021 STAAR

Resources

Description

ESC 17 contract

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

Performance Objective 1:
SANDS CISD will have 97.5% or above attendance for the 2020-2021 school year.

Schoolwide Components 2, 5

Attendance

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Incentive Programs for improved attendance

Timeline

Monitored each 6 weeks

Person(s) Responsible/Monitor

Principal/Teachers

Attendance Awards, Attendance committee, Monetary Award

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Student Participation in Incentive Prog.

Summative

June

Attendance records

Report to SBT May 2019

Resources

Strategy/Activity 2

Teacher/Secretary will call parents of absent students each day. Principal follow up on absentees

Timeline

Monitored Daily

Report to board monthly

Report to SBT end of each semester

Person(s) Responsible/Monitor

Principal/Secretary

Clerk/Teacher, Handbook Guidelines, Principal

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Daily Attendance

Summative

June

Attendance records

Resources

Strategy/Activity 3

Information distributed to parents about compulsory attendance laws and loss of credit

Timeline

By September 1

Open House/Elementary Awards Assembly

Person(s) Responsible/Monitor

Secretary/Principal

Mai-outs, Telephone calls, Open House

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Signed student handbooks Notification Letter
----------	--	---------	--	-------	---

Summative

June	Attendance records
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Resources

Strategy/Activity 4

Enforcement of Compulsory Attendance Laws

Timeline

Report to SBT end of each semester

Person(s) Responsible/Monitor

Secretary/Principal/Law Enforcement

Secretary, Principal, Law Enforcement, Attendance committee

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Correspondence to parents
Court Records
Letters to Parents

Summative

June

Attendance Records

Resources

Strategy/Activity 5

Stress attendance through lessons or programs on character education, self esteem and personal responsibility

Timeline

Report to SBT May 2021

Person(s) Responsible/Monitor

Principal/Counselor

Classroom Teachers, Character Counts

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans

Summative

June

2020-2021 Attendance ate
Program effectiveness data

Resources

Strategy/Activity 6

Revised absence policy to address excessive absences

Timeline

May 2021

Person(s) Responsible/Monitor

Principal
Improvement committee

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Weekly Checks
----------	--	---------	--	-------	---------------

Summative

June	2020-2021 data
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Resources

Goal 3:

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

Performance Objective 1:

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

Evaluation Data Source(s):**Summative Evaluation:****Strategy/Activity 1**

Analysis to ID at risk students

Timeline

By end of first 6 weeks and weekly as needed

End of year report to SBT

Person(s) Responsible/Monitor

Principal/PEIMS/Counselor/At-Risk committee

Time, STAAR, LPAC Data, TPRI

Strategy's Expected Result/Impact**Reviews**

Formative

November

January

March

Student records

Summative

June

Total of unrecovered dropouts

Resources**Strategy/Activity 2**

Conduct a comprehensive needs assessment using disaggregated 2021 TAPR report

Timeline

In place the first day school

On-going monitoring as needed

Person(s) Responsible/Monitor

Grade level teachers/Counselors/Principal

Time to conduct assessment

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Dropout list
Withdrawals forms
Student records**Summative**

June

Student records

Resources

Strategy/Activity 3

A withdrawal process ensuring adequate information is gathered, students are counseled by various personnel

Timeline

In place the first day school

On-going monitoring as needed

Person(s) Responsible/Monitor

Principal/Counselor

Time, Counselor, Principal

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Dropout list Withdrawals forms Student records
----------	--	---------	--	-------	--

Summative

June	Student records
------	-----------------

Resources

Strategy/Activity 4

A plan for identifying and recovering dropout students is in place.

- a. withdrawn student tracking
- b. drop out counseling
- c. Special Ed students

Timeline

1st six weeks

Report to SBT November 2021

Person(s) Responsible/Monitor

Principal/Staff/Counselor/PEIMS Coordinator

Time, PEIMS

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Dropout list
Student record
Documentation of tracking
Students enrolling in other schools

Summative

June

Final dropout report

Resources

Strategy/Activity 5

Parenting education program for students who are parents through PRS services

Timeline

Six weeks monitoring

End of year report to SBT

Person(s) Responsible/Monitor

Principal/Counselor

Parenting counseling service, Handouts

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Number of students participating in the program

Summative

June

Number of students served through the program that graduation or GED

Resources

Strategy/Activity 6

Provide Homebound Services for students when ID as PRS, SpEd, 504

Timeline

End of year report to SBT

Person(s) Responsible/Monitor

Counselor/Principal/Director Sp. Ed.

Teachers/Counselor

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Homebound Records

Summative

June

Homebound Records

Resources

Description	Special Ed. Funds
-------------	-------------------

Strategy/Activity 7

Continue Tech Prep

Timeline

End of year report to SBT

Person(s) Responsible/Monitor

Superintendent/Subject Teachers/Counselor
Tech Prep Support, Four Year Plan

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Tech Prep Contracts
----------	--	---------	--	-------	---------------------

Summative

June	Records of students benefiting from program.
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Resources

Description	Federal Funds
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Strategy/Activity 8

Continue academic vertical alignment

Timeline

Ongoing monitoring

End of year report To SBT

Person(s) Responsible/Monitor

Principal/Teachers

teacher meeting, TEKS, T. Guides

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Six weeks report of student

Summative

June

Student 4 year plan

Resources

Strategy/Activity 9

STAAR acceleration available for non-mastery students, computer lab opportunities STAAR study skills classes

Timeline

6 weeks monitoring

End of year report to SBT

Person(s) Responsible/Monitor

Principal/Teachers

Lab facilities, Soft ware-NovaNet, Teacher Prep, TAKS Remediation Classes, Accelerated Reading – SSI

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Record of student work
----------	--	---------	--	-------	------------------------

Summative

June	Student STAAR performance
------	---------------------------

Resources

Strategy/Activity 10

Assist in location of LEP students and monitor Student progress

Timeline

First 3 weeks of school and each Report to SBT end of Each semester.
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Person(s) Responsible/Monitor

Federal Programs/Principal/ESL Staff/Migrant Coordinator
LEP services

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Student records
----------	--	---------	--	-------	-----------------

Summative

June	Annual LEP evaluations
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Resources

Strategy/Activity 11

Early intervention program for LEP students in K and Grade 1
--

- 1. testing
- 2. tutorials

Timeline

Monitored each 6 weeks reporting period

End of year report

Person(s) Responsible/Monitor

Principal, Superintendent, ESL staff

State ESL, Allocation, SSI, TPRI, WDRB

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

PreAssessment (skills checklist)

Summative

June

Final assessment progress report to parents

Resources

Strategy/Activity 12

Students complete questionnaire providing reasons for dropping out of school

Timeline

Prior to withdrawal

Person(s) Responsible/Monitor

PEIMS Coordinator

Questionnaire

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Completed questionnaire

Summative

June

Completed questionnaire

Resources

Strategy/Activity 13

Accountability process is in place

- a. Compulsory attendance
- b. Notification of absence to parents
- c. An appeal process for reviews of excessive absence

Timeline

Daily monitoring

End of year report

Person(s) Responsible/Monitor

Appropriate campus personnel, Principal, PEIMS coordinator, Attendance committee

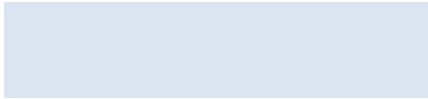
Time, postage expenses, district transportation, parent conferences

Strategy's Expected Result/Impact

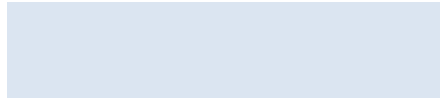
Reviews

Formative

November



January



March

Daily attendance records, copies of letters, record of attendance meetings

Summative

June

Annual dropout report

Resources

Goal 4:
SANDS CISD will improve college and career readiness in all students.

Performance Objective 1:
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.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Continue to implement the TEKS in grades K – 12

Timeline

Monitored each 6 weeks
End of year report

Person(s) Responsible/Monitor

Principal/Teachers
Curriculum Guides, Grade level TEKS, Curriculum materials

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Regularly scheduled subject area and Grade level Meetings.
----------	--	---------	--	-------	--

Summative

June Completed summatives

Resources

Strategy/Activity 2

Address students instructional needs based on disaggregated STAAR and End of Course Exams

Timeline

First 6 weeks
Concentrate each six weeks

Person(s) Responsible/Monitor

Principal/Teachers/Counselor
STAAR reports, End of course exam reports

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Six weeks student performance records Regularly scheduled subject area and grade level meetings
----------	--	---------	--	-------	--

Summative

June Annual student performance

Resources

Strategy/Activity 3

Provide instruction in critical thinking skills and problem solving across the curriculum

Timeline

Each six weeks

End of year report

Person(s) Responsible/Monitor

Principal/Teachers

Curriculum materials, Principal/Teachers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Six weeks student performance records

Records of Dept. meetings

Summative

June

Student performance records

Lesson Plans

Resources

Strategy/Activity 4

Incorporate SAT/ACT Prep Material in the academic Core areas grades 6-12

Timeline

End of each semester

Person(s) Responsible/Monitor

Counselor/Teachers
Testing Class, SAT/ACT prep materials online, Moodle

Strategy's Expected Result/Impact

Reviews

Formative

November [] January [] March [Teacher six weeks lesson plan]

Summative

June [Inclusion of prep materials in curriculum guides]

Resources

Strategy/Activity 5

Supplement instruction with ACT/SAT during ELA class ACT/SAT class

Timeline

End of fall semester

Person(s) Responsible/Monitor

Teachers/Counselors
SAT/ACT

Strategy's Expected Result/Impact

Reviews

Formative

November [] January [] March [Regularly scheduled curriculum meetings]

Practice tests

Summative

June

Inclusion of software program in curriculum guides
Lesson Plans
Records of student access

Resources

Strategy/Activity 6

Inform and involve parents in course selection

Timeline

Spring meeting prior pre-registration

Fall

Person(s) Responsible/Monitor

Counselor

Media announcements, College brochures, Campus bulletins, Parent letters to 8th & 9th

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Parent contacts and meetings

Summative

June

Records of parental involvement

Resources

Strategy/Activity 7

Encourage all students to take the ACT through classroom discussions and school wide announcements

Timeline

End of second 6 weeks

Person(s) Responsible/Monitor

Teachers/Counselor
ACT bulletin and information

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	PSAT preregistration report
----------	--	---------	--	-------	-----------------------------

Summative

June	Total number PSAT participants
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Resources

Strategy/Activity 8

Communicate college opportunities and career choices in all academic areas Visitation to & from college recruiters

Timeline

End of each semester
Two times yearly

Person(s) Responsible/Monitor

Counselor/Teachers

Career education, instructional materials

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Six weeks lesson plan

Summative

June

Inclusion of career education in curriculum guides

Resources

Strategy/Activity 9

Increase number of students on SBOE Distinguished plan w/endorsements

Timeline

Beginning of 9th grade Report to SBT by Nov. 2021

Person(s) Responsible/Monitor

Counselor, Professors

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Registration

Summative

June

Enrollment records

Resources

Strategy/Activity 10

Increase # students taking College classes successfully (DUAL CREDIT)

Timeline

May 2021

Person(s) Responsible/Monitor

counselor/principal
meeting

Strategy's Expected Result/Impact

Reviews

Formative

November January March Fall/Spring

Summative

June
Enrollment records
Transcripts

Resources

Strategy/Activity 11

Promote TSI success

Timeline

May 2021

Person(s) Responsible/Monitor

counselor

test prep

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Benchmarks

Summative

June

TSI scores

Resources

Strategy/Activity 12

Increase CTE course Offerings through Howard

Timeline

May 2021

Person(s) Responsible/Monitor

Counselor, Principall

Howard Textbooks

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Enrollment records

Summative

Resources

Description

textbook fees

Strategy/Activity 13

Create a College Prep Class

Timeline

August 2021

Person(s) Responsible/Monitor

Principal

Howard curriculum

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Grade reports

Summative

June

Transcripts

Resources

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

Performance Objective 1:
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

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Identify and provide all LEP Students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language

Timeline

Beginning of each school year/as new students enrolled

Person(s) Responsible/Monitor

Administrator/ESL coordinator
ESL certified teachers

Strategy's Expected Result/Impact

Reviews

Formative
November January March

Home Language Survey

List of ESL students

Summative

June

RPTE Scores

STAAR Scores

Resources

Description

ESL funds, Title I funds, local funds Title III funds, SCE (ESL/ESC Coop)

Strategy/Activity 2

Conduct a comprehensive needs assessment of all BE/ ESL students to determine strength and weaknesses

Timeline

Sept. and or May

Person(s) Responsible/Monitor

Administrator

STAAR, RPTE, LPAC Records, Aware

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Disaggregated scores of students program

Summative

June

Written annual evaluation of ESL

Resources

Strategy/Activity 3

Reduce the number of parent denials for/ESL program

Timeline

As needed

Person(s) Responsible/Monitor

Administrator/LPAC

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Conference with parents

Summative

June

List of students with denials

Resources

Strategy/Activity 4

Provide staff development of professional staff as well as for paraprofessional that is researched based with input from staff

Timeline

Fall and/or Spring

Person(s) Responsible/Monitor

Administrator

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Registration for Workshop

Summative

June	Attendance Certificates
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Resources

Description	ESC ESL Coop ESC Title III SSA Title I, SCE
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Strategy/Activity 5

Ensure that LEP students are not over represented in special education or underrepresented in G/T education

Timeline

Fall/Spring

Person(s) Responsible/Monitor

Administrator/Minority committee members/LPAC

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	List of identified/recommended students in either program
----------	--	---------	--	-------	---

Summative

June	PBMAS
------	-------

Resources

Strategy/Activity 6

Ensure that information to parents is provided in the home language

Timeline

Ongoing

Person(s) Responsible/Monitor

Administrator, BE/ESL Teachers, LPAC

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

List of qualified translators

Summative

June

Copies of notices to parents

Resources**Description**

ESL funds, Title I funds, Title III funds Local fund, MEP funds

Strategy/Activity 7

Provide opportunities for parents of ESL students to participate in school-sponsored activities

Timeline

Fall/Spring

Person(s) Responsible/Monitor

Administrators, Teachers, LPAC members, SBDM Committee

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

School calendar of parent involvement activities

Summative

June

Parent Sign-In Sheet

Resources

Description

Local funds, ESL funds, MEP funds, Title I funds, CATE, Special Education funds

Strategy/Activity 8

Continue to recruit and retain highly qualified ESL staff including minorities

Timeline

Spring semester/Summer

Person(s) Responsible/Monitor

Administrators, SBDM

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Positions posted

Summative

June

Fully certified staff hired

Resources**Description**

Local funds

Description

ESL funds

Strategy/Activity 9

Address areas of PBMAS Through strategic reading intervention

Timeline

Ongoing

Person(s) Responsible/Monitor

Teachers/Administrators

ESL certified teachers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Benchmarks

Summative

June

STAAR testing

Resources

Description

Local Funds

Description

ESL Funds

Strategy/Activity 10

Increase reading fluency of ESL students through reading Pullout program/small group Instruction for 30 min

Timeline

Ongoing

Person(s) Responsible/Monitor

Teachers/Administrators

ESL certified teachers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Benchmarks

Summative

June

STAAR testing

Resources

Description	Local Funds
Description	ESL Funds

Strategy/Activity 11

Utilize benchmark testing to Identify weaknesses in ESL Students

Timeline

Ongoing

Person(s) Responsible/Monitor

Teachers, Administrators
ESL certified teachers

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Benchmarks
----------	--	---------	--	-------	------------

Summative

June	STAAR testing
------	---------------

Resources

Description	Local Funds
Description	ESL Funds

Strategy/Activity 12

Computer assisted tutorials For reading

Timeline

Ongoing

Person(s) Responsible/Monitor

Teachers, Administrators

Study Island teachers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Benchmarks

Summative

June

STAAR testing

Resources

Description

Local Funds

Description

ESL Funds

Strategy/Activity 13

AR program to emphasize Extra Reading practice

Timeline

Ongoing

Person(s) Responsible/Monitor

Teachers

AR program

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	STAR test
----------	--	---------	--	-------	-----------

Summative

June	STAAR testing
------	---------------

Resources

Description	Local funds
-------------	-------------

Strategy/Activity 14

Send staff members to State ESL convention to Ensure full participation in Workshops aligned with state standards To meet specific needs of ESL students.

Timeline

Fall

Person(s) Responsible/Monitor

Administrators
Teaches

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Staff meetings
----------	--	---------	--	-------	----------------

Summative

June	STAAR/Woodock LPAC
------	-----------------------

Resources

Description	Title III funds
-------------	-----------------

Performance Objective 2:

Special Programs - CTE

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide vocational and technical programs to all eligible students

Timeline

August

Person(s) Responsible/Monitor

School Board Administration

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Student choice cards
----------	--	---------	--	-------	----------------------

Summative

June	Courses scheduled
------	-------------------

Resources

Description

local funds

Strategy/Activity 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

Timeline

May

Person(s) Responsible/Monitor

Administrators, Counselors, CTE staff

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Disaggregated data

Summative

June

Annual evaluation report of all individual programs and the overall CTE programs

Resources**Description**

local funds

Description

surveys

Strategy/Activity 3

Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices

Timeline**Person(s) Responsible/Monitor**

CTE staff, Program administrator

Strategy's Expected Result/Impact**Reviews****Formative****Summative****Resources****Description**

local funds

Strategy/Activity 4

Integrate CTE and academic programs

Timeline

On-going

Person(s) Responsible/Monitor

CTE staff, Academic staff

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Student registering for next yrs class

Summative

June

Courses scheduled

Resources**Description**

local funds

Strategy/Activity 5

Ensure CTE students have a four year plan showing the coherent sequence they are pursuing

Timeline

Spring/Fall

Person(s) Responsible/Monitor

Counselor/Principal

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Mid year check of student plans

Summative

June

Strategies developed

Resources

Description

Local funds

Strategy/Activity 6

Preview PBMAS data elements as they relate to CTE program

Timeline

Spring Semester

Person(s) Responsible/Monitor

Administrators, Counselor, SBDM committee

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

PBMAS Risk Level Report

Summative

June

Student Participation/schedules/Class rosters

Resources

Description

local funds

Strategy/Activity 7

Provide course offerings in the following areas:
Distance Learning, Video technology, Ag classes, A&P

Timeline

August

Person(s) Responsible/Monitor

Administration, School Board, Counselor

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

List of course offerings

Summative

June

Number of CTE students with four year plans on file

Resources**Description**

local funds

Strategy/Activity 8

Continue to recruit and retain highly qualified CTE staff including minorities

Timeline

Spring semester/Summer

Person(s) Responsible/Monitor

Administration, SBDM

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Positions posted

Summative

June

Fully certified staff

Resources**Description**

Local funds

Strategy/Activity 9

Provide staff development for professional staff that is researched based with input from staff

Timeline

Fall/Spring/Summer

Person(s) Responsible/Monitor

Administrators

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Staff development registrations
----------	--	---------	--	-------	---------------------------------

Summative

June	Attendance certificate
------	------------------------

Resources

Description

Local Funds

Strategy/Activity 10

Ensure that information to parents is provided in the home language

Timeline

August-May

Person(s) Responsible/Monitor

Administrators, CTE Teachers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

List of translators

Summative

June

Copies of notices sent to parents

Resources

Strategy/Activity 11

Provide opportunities for parents of CTE students to participate in school-sponsored activities

Timeline

Fall/Spring

Person(s) Responsible/Monitor

Administrators, CTE teachers counselor

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

School calendar of parent involvement activities

Summative

June

Parents Sign-in Sheet

Resources

Description

Local funds, Title 1 funds, MEP funds ESL funds

Strategy/Activity 12

Strive to provide CTE programs that lead students to receiving professional-level license and/or certification

Timeline

August-May

Person(s) Responsible/Monitor

Administrators, School board

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Research presentation of possible course offerings

Summative

June

Courses offered for licensing/certification

Resources**Description**

local funds
Project Share

Strategy/Activity 13

Continue to provide Career Awareness programs in grades PK to 12

Timeline

Spring

Person(s) Responsible/Monitor

Administrator, Counselor

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Schedule of programs

Summative

June

List of participating students

Resources**Description**

Local funds

Strategy/Activity 14

Research possibility of offering Career Investigation course at middle or a Career Connections course at high school

Timeline

Spring

Person(s) Responsible/Monitor

Counselor

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Presentation of possibility of course offering

Summative

June

Course offerings

Resources**Description**

Local

Strategy/Activity 15

Provide transition activities for middle school to high school to work or to post secondary education

Timeline

Spring

Person(s) Responsible/Monitor

Counselor

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Lesson plans
----------	--	---------	--	-------	--------------

Summative

June	List of senior students participating
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Resources

Description	Local
-------------	-------

Strategy/Activity 16

Address areas of PBMAS with Risk Levels of 2/3: -None

Timeline

Spring

Person(s) Responsible/Monitor

Administrator

Strategy's Expected Result/Impact

Reviews

Formative

Summative

June	Written strategies
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Resources

Description	Local
-------------	-------

Strategy/Activity 17

Provide intensive STAAR test prep

Timeline

August-May

Person(s) Responsible/Monitor

Teachers, Administrators

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Benchmarks

Summative

June

STAAR scores

Resources

Description

Comp. Ed fund

Performance Objective 3:

Special Programs- Dyslexia

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Identify students with dyslexia Or a related disorder and provide Appropriate instructional services

Timeline

August, January

Person(s) Responsible/Monitor

Administration, School Board, Dyslexia Staff

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				Staff training

Summative	
June	List of students eligible for services

Resources	
Description	Local

Strategy/Activity 2

Provide a program for early Identification, intervention, and support for students at risks for dyslexia or other reading difficulties
--

Timeline
August

Person(s) Responsible/Monitor
Dyslexia Staff

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				Written procedures

Summative	
June	Students identified

Resources	
Description	Local, Title I

Strategy/Activity 3

Annually align SBOE approved procedures and district/campus procedures

Timeline

August

Person(s) Responsible/Monitor

Dyslexia Staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Draft of written procedures

Summative

June

Written procedures adopted

Resources

Description

Local time

Strategy/Activity 4

Provide services for students who may be eligible under Section 504

Timeline

Daily

Person(s) Responsible/Monitor

Administrators, 504 Committee

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

			List of students identified
--	--	--	-----------------------------

Summative

June	List of students served
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Resources

Description	Local, Title I
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Strategy/Activity 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

Timeline

Summer

Person(s) Responsible/Monitor

Administrator

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Training scheduled
----------	--	---------	--	-------	--------------------

Summative

June	Attendance certificates
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Resources

Description	Local
-------------	-------

Strategy/Activity 6

Provide individual pullout sessions for students with dyslexia as needed.

Timeline

Daily

Person(s) Responsible/Monitor

Dyslexia Staff

Strategy's Expected Result/Impact

Reviews

Formative

November [] January [] March [Class schedules]

Summative

June [List of students receiving services]

Resources

Description

Local, Title 1

Strategy/Activity 7

Monitor student progress on benchmarks and report card grades.

Timeline

Each six weeks

Person(s) Responsible/Monitor

Dyslexia teacher

Strategy's Expected Result/Impact

Reviews

Formative

November [] January [] March [Report cards]

Summative

June [Skill mastery]

Resources

Description

Local, Title 1

Strategy/Activity 8

Ensure teachers of dyslexic students have proper certification and/or endorsements

TimelineSpring
Summer**Person(s) Responsible/Monitor**

Administrator

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

List of teachers providing services

Summative

June

Teaching certificates

Resources**Description**

Local, Title 1, Part A Title II, Part A, ESC Training

Strategy/Activity 9

Conduct a comprehensive needs assessment with the dyslexia program to determine strengths and weaknesses

TimelineAugust-September
January-May**Person(s) Responsible/Monitor**

Dyslexia Teachers

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				List of students identified

Summative	
June	
	Disaggregated data

Resources	
Description	Local, TPRI and other assessment tests

Strategy/Activity 10

Utilize research based curriculum to supplement HMH ELA curriculum with our dyslexia students.
--

Timeline
Daily

Person(s) Responsible/Monitor
Dyslexia Teachers

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				Report Cards

Summative	
June	
	Increase in test scores

Resources	
Description	Comprehensive needs assessment

Strategy/Activity 11

Provide opportunities for parents of dyslexic students to participate in school-sponsored activities

Timeline

Fall/Spring

Person(s) Responsible/Monitor

Administrator, Dyslexia Teacher

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

School calendar of parent involvement activities

Summative

June

Parent sign-in sheets

Resources

Description

Local

Performance Objective 4:

Special Programs Title I, Part A

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Conduct a comprehensive needs assessment of the entire school which may include but is not limited to TPRI,STAAR RPTE,, PBMAS, AEIS indicators, staff development, AYP annual report, etc.

Timeline

August-September

Person(s) Responsible/Monitor

Administrators, Counselor, SBDM

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Disaggregated data
----------	--	---------	--	-------	--------------------

Summative

June	Areas of strengths and weaknesses identified AYP
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Resources

Description	Title I, Part A Aware
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Strategy/Activity 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

Timeline

Daily

Person(s) Responsible/Monitor

Administrators, Teachers, SBDM

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Daily class schedules
----------	--	---------	--	-------	-----------------------

Summative

June

Increased student scores STAAR

Resources

Description

Title I, Part A, Title II, Part A, Title II, part D, Title IV, Title V, MEP, ESL, SCE, Local, Title III

Strategy/Activity 3

Ensure instruction of all students by highly qualified staff

Timeline

Daily

Person(s) Responsible/Monitor

Administrators

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

List of all teachers providing instruction

Summative

June

Teacher certificates

PDAS

NCLB

Resources

Description

Title I, Part A, Title II, Part A, Title II, part D, Title IV, Title V, MEP, ESL, Local, SCE, Local, Title III

Strategy/Activity 4

Provide research based staff development for professional staff and paraprofessional

Timeline

Fall/Spring

Person(s) Responsible/Monitor

Administrators, Teachers, ESC
workshop, STAAR

Strategy's Expected Result/Impact

Reviews

Formative

November January March Staff development calendars

Summative

June Attendance Certificates

Resources

Description

Title I, Part A, Title II, Part A, Local

Strategy/Activity 5

Attend job fairs, recruit from teacher certification programs advertisements to ensure an avenue for attracting highly qualified teachers to high needs schools
Ensure retention efforts of highly qualified staff are implemented

Timeline

Spring/Summer
Spring

Person(s) Responsible/Monitor

Administrators

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Course vacancy list

Teacher evaluations

Summative

June

Highly qualified staff hirings

Interviews

Resources

Description

Local

Strategy/Activity 6

Provide parent involvement activities that are planned by parents in order to increase parent involvement

Timeline

April/May

Person(s) Responsible/Monitor

Administrators, Parent representatives, SBDM

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Parent involvement activities scheduled
on school calendar

Summative

June

Sign-in sheets at activities to determine increase/decrease

Resources

Description

Title I, Part A MEP, Local

Strategy/Activity 7

Conduct a preschool registration and/or round-up to assist children in the transition from early childhood programs to elementary school

Timeline

Spring

Person(s) Responsible/Monitor

Pre-K, Migrant Personnel, Early childhood Teachers

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Scheduled/Teacher lesson plans/list of activities and and/or handouts
----------	--	---------	--	-------	---

Summative

June	List of children/parents attending
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Resources

Description

Title I, Part A
Local

Strategy/Activity 8

Conduct a survey of teachers to decide the use of alternative assessments to improve achievement

Timeline

Fall

Person(s) Responsible/Monitor

Administrator, SBDM

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Agenda item and/or survey

Summative

June

List of assessments to be used

Resources**Description**

Local

Strategy/Activity 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

Ensure that homeless children and youths are not stigmatized or segregated on the basis of other status as homeless

Timeline

Each six weeks

Upon enrollment

Person(s) Responsible/Monitor

Administrator, Counselor, Teacher

Homeless Liason

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Three week progress reports

Enrollment records

Summative

June

Report Cards

Class schedules

Resources

Description

Title I, Part A, MEP, ESL, Title III, Local, SCE, Title II, Part A, Title II, Part D, Title IV, Title V

Description

Title I, Part A, SCE, Local

Strategy/Activity 10

Coordinate federal, state, and local services and programs and integration with the schoolwide program

Timeline

Fall

Person(s) Responsible/Monitor

Administrator, SBDM, ESC

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Agenda, minutes of meetings

Summative

June

List of programs by district

Resources

Description

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

Strategy/Activity 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 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

Timeline

Fall

Person(s) Responsible/Monitor

Administration, SBDM

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Lesson plans, schedules, agendas, and minutes of planning meetings

Summative

June

List of programs by district

Resources**Description**

Title I, Part A, BE/ESL, Special Education, MEP, Title III

Strategy/Activity 12

Evaluate parent involvement program and include parents in the process

Timeline

Spring

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Results of evaluation

Summative

June

Adjustments made to program

Resources

Description

Evaluation document

Strategy/Activity 13

Review parent involvement policy that is developed jointly, agreed upon and distributed to parents

Timeline

May

Person(s) Responsible/Monitor

Administrator, SBDM

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Meeting notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement

Summative

June

Sign-in sheets, Agenda

Resources

Description

Time

Strategy/Activity 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

Timeline

Fall

Person(s) Responsible/Monitor

Administration

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Meeting scheduled

Summative

June

Sign-in sheets, Agenda

Resources

Description

Time

Strategy/Activity 15

Revise annually the School-Parent Compact and provide in English and Spanish/German

Timeline

Spring

Person(s) Responsible/Monitor

Administrator, SBDM

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Agenda, minutes, draft of compact

Summative

June

Written compact

Resources

Description

Time

Strategy/Activity 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

Timeline

May, August

Person(s) Responsible/Monitor

Administrator

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Agenda, minutes, handouts from planning meetings

Summative

June

Staff development calendar

Resources

Description

Time

Strategy/Activity 17

Provide information/communications in a format and in a language that parents can understand

Timeline

August-May

Person(s) Responsible/Monitor

Teachers

Hoofbeats

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

List of interpreters/translators

Summative

June

Copies of information/communication

Resources

Description

Title I, Part A, MEP, ESL

Strategy/Activity 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

Timeline

Four Weeks

Person(s) Responsible/Monitor

Administrator

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

List of students and teachers not certified

Summative

June

Copy of notice sent to parents

Resources

Description

Title I, Part A

Strategy/Activity 19

Chart students achievement growth from year to year

Timeline

Beginning of school

Person(s) Responsible/Monitor

Administrator, Teacher

Strategy's Expected Result/Impact

Reviews

Formative
Summative

June
Beginning of each school year with STAAR results

Resources

Description	Title I, Part A Aware program
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Strategy/Activity 20

Address areas of PBMAS with Risk Levels of 2/3 which are:

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Performance Objective 5:

Special Programs-Migrant Education

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Identify and recruit eligible migrant children ages 3 – 21 through home visits, visibility in community, churches, grocery store, etc.

Timeline

On going

Person(s) Responsible/Monitor

MEP Staff

Strategy's Expected Result/Impact

COE

Reviews

Formative

November

January

March

Logs/Schedules

Summative

Resources

Description

MEP Funds Local

Strategy/Activity 2

Remain current on NGS and TMSTPS ages 3-21 and attend training

Timeline

Fall, Spring, Summer

Person(s) Responsible/Monitor

MEP Staff

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Report dates, training scheduled

Summative

June

Daily/Weekly schedule

Resources**Description**

MEP Funds

Strategy/Activity 3

Provide MSC ages 3 – 21 to coordinate school programs and provide services for migrant families (vision, doctors visits, etc)

Timeline

Daily

Person(s) Responsible/Monitor

MSC

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Daily Schedule provided

Summative

June

Records of services

Resources

Description

Local
MEP funds

Strategy/Activity 4

Provide either a home-based or school-based early childhood education program ages 3 – Grade 2

Timeline

Weekly or daily

Person(s) Responsible/Monitor

Administrator, MEP Staff

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Checklists, Progress reports, report cards,
TPRI

Summative

June

Annual Evaluation Report

Resources**Description**

Title I, Part A,SCE, Local, MEP

Strategy/Activity 5

Ensure graduation enhancement grades 7-12 by compiling data, monitoring progress, and providing educational opportunities to meet student needs

Timeline

Each semester

Person(s) Responsible/Monitor

MEP Staff, Counselor

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

NGS records

Summative

June

Graduation rate of migrant students

Resources

Description

Local MEP funds

Strategy/Activity 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

Timeline

As needed

Person(s) Responsible/Monitor

MEP Staff, Counselor

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

NGS Records, transcripts

Summative

June

Credits attained

Resources

Description

MEP funds
Local

Strategy/Activity 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

Timeline

August-May

Person(s) Responsible/Monitor

MEP Staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Parent involvement activity calendar

Summative

June

Agendas, minutes, sign-in sheets of meetings

Resources

Description

Local
MEP Funds

Strategy/Activity 8

Conduct a comprehensive needs assessment of migrant student areas of strengths and weaknesses, including preschool students

Timeline

April – August

Person(s) Responsible/Monitor

Administrator, MEP Staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Migrant student data disaggregated

Summative

June

Areas of strengths and weaknesses identified

Resources**Description**

MEP funds, Title I, Part A, Local

Strategy/Activity 9

Provide services that are migrant specific, i.e. tutorials, remediation, computer-assisted instruction, support services, etc., based on migrant student performance data

Timeline

Daily

Person(s) Responsible/Monitor

Administrator, MEP Staff

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

List of students who have greatest need
(Priority of Services Students)**Summative**

June

STAAR
RPTE/TPRI, Checklist Scores**Resources****Description**

MEP Funds, Title I, Part A, BE/ESL Special Education Local

Strategy/Activity 10

Provide researched based staff development opportunities for professionals as well as paraprofessionals with input from migrant staff

Timeline

Fall, Spring

Person(s) Responsible/Monitor

ESC
Administration

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Staff development
calendar/Registration/staff development
forms, minutes of meetings, etc.

Summative

June

attendance certificates

Resources**Description**

Title I, Part A, Title II, Part A Local

Strategy/Activity 11

Ensure teachers/paraprofessionals have proper certification/endorsements

Timeline

Spring, Summer

Person(s) Responsible/Monitor

Administration, SBDM

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Job description

Summative

June

Teacher/Paraprofessional certificates

Resources

Description

Local

Strategy/Activity 12

Provide computers for remediation and enhanced instruction

Timeline

Daily/3 weeks

6 weeks

Person(s) Responsible/Monitor

MEP staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Migrant students

Summative

June

STAAR

Resources

Description

MEP funds

Strategy/Activity 13

Provide a list of the migrant students who have needs of the highest priority and services being provided to students

Timeline

August-September

Person(s) Responsible/Monitor

MEP Staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

MSC Schedule

Summative

June

List of students

Resources

Description

MEP funds

Strategy/Activity 14

Address areas of PBMAS with Risk Level of 2/3 which are: None

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative

Summative

Resources

Performance Objective 6:

Special Programs - G/T

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 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

Timeline

May-August

Person(s) Responsible/Monitor

Administration, G/T Staff, G/T Selection Committee

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Agendas, Minutes sign-in sheets

Summative

June

Written policies, handbooks

Resources

Description

Local

Strategy/Activity 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

Timeline

August-May

Person(s) Responsible/Monitor

Administrator, Teacher, G/T Selection Committee

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Training of staff on G/T characteristics

Summative

June

List and records of student nominations

Resources

Description

Local

Strategy/Activity 3

Provide an advanced and challenging curriculum to all G/T students in all grades

Timeline

August-May

Person(s) Responsible/Monitor

G/T Staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans

Summative

June

Student projects/Student scores STAAR

Resources

Description

Local, G/T funds
ESC

Strategy/Activity 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

Timeline

Fall, Spring

Person(s) Responsible/Monitor

G/T Staff, G/T Selection Committee

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

List of students to be tested

Summative

June

List of tests for students with language other than English/Non-verbal tests

Resources

Description

Local, G/T funds

Strategy/Activity 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

Timeline

Spring

Person(s) Responsible/Monitor

G/T Selection Committee, G/T Staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

			Planning meetings scheduled
Summative			
June			
	Three criteria in place		

Resources			
Description	Local, G/T funds, ESC		

Strategy/Activity 6

Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training

Timeline
Fall, Spring, Summer

Person(s) Responsible/Monitor
Administration

Strategy's Expected Result/Impact

Reviews			
Formative			
November		January	March
			Staff development calendar

Summative			
June			
	Attendance certificates		
Resources			
Description	Local, Title V, G/T funds		

Strategy/Activity 7

Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training

Timeline
Fall, Spring, Summer

Person(s) Responsible/Monitor

Administration

Strategy's Expected Result/Impact

Reviews

Formative

November January March Staff development calendar

Summative

June Attendance certificates

Resources

Description Local, Title V, G/T funds

Strategy/Activity 8

Revise and update G/T curriculum framework showing depth and complexity including the four core academic areas

Timeline

April-August

Person(s) Responsible/Monitor

G/T Staff

Strategy's Expected Result/Impact

Reviews

Formative

November January March Notes, minutes from meetings

Summative

June G/T Curriculum revisions

Resources

Description

Local

Strategy/Activity 9

Survey staff to determine staff development needs

Timeline

Spring

Person(s) Responsible/Monitor

Administrator

Strategy's Expected Result/Impact

Reviews

**Formative
Summative**

June

Summary of survey

Resources

Description

Local

Strategy/Activity 10

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

Timeline

Weekly

Person(s) Responsible/Monitor

G/T Staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Lesson Plans, Schedules

Summative

June

Student surveys

Resources

Description

Local, G/T funds

Strategy/Activity 11

Conduct an annual evaluation, including surveys of families, students, program staff, and other district staff

Timeline

April

Person(s) Responsible/Monitor

G/T Staff

Strategy's Expected Result/Impact**Reviews****Formative****Summative**

June

Summary report of survey

Resources

Description

Local

Strategy/Activity 12

Ensure all teachers who teach in the G/T program have the proper certification and/or endorsements

Timeline

April-August

Person(s) Responsible/Monitor

Administrator

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Interviews

Summative

June

Teacher certificates

Resources**Description**

Local, G/T funds

Strategy/Activity 13

Encourage parental involvement and provide opportunities for parents to participate in school sponsored activities, i.e. annual meeting, UIL activities, etc.

Timeline

August-May

Person(s) Responsible/Monitor

Administrator, G/T Staff

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Parent Involvement calendar

Summative

June

Sign-in sheets, surveys

Resources**Description**

Local

Strategy/Activity 14

Address PBMAS areas with Risk Levels of 42/3, which are: None

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Performance Objective 7:

Special Programs - PK

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Ensure that all teachers/paraprofessionals that teach in the program have the proper certification and/or endorsements

Timeline

August

Person(s) Responsible/Monitor

Administration

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				Interview process
Summative				
June				
	Teacher certificates			
Resources				
Description	Local, Title I, Part A, Title II, Part A			

Strategy/Activity 2

Provide research-based staff development for professional/paraprofessional staff with input from staff

Timeline				
Fall, Spring, Summer				
Person(s) Responsible/Monitor				
Administrator, ESC				

Strategy's Expected Result/Impact

Reviews				
Formative				
November		January		March
				Survey, staff development calendar
Summative				
June				
	Attendance certificates			
Resources				
Description	Local, Title I, Part A, Title II, Part A			

Strategy/Activity 3

Provide parent involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities

Timeline

August-May

Person(s) Responsible/Monitor

Administrator, SBDM

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Parent involvement activity calendar

Summative

June

Dates on calendar, agendas, minutes of planning meetings, sign-in Sheets

Resources

Description

Local, Title I, Part A, MEP, ESL, Special Education

Strategy/Activity 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

Timeline

Daily

Person(s) Responsible/Monitor

Pre-K Teachers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Observation, Lesson plans

Summative

June

Summary of assessment instruments

Resources

Description	Local
-------------	-------

Strategy/Activity 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

Timeline

Spring

Person(s) Responsible/Monitor

Pre-K Teacher, K - teacher

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Activities scheduled Notification, handouts
----------	--	---------	--	-------	---

Summative

June
Observation agenda,

Resources

Description	Local, Title I, Part A
-------------	------------------------

Strategy/Activity 6

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

Timeline

May – July

Person(s) Responsible/Monitor

Administration

Strategy's Expected Result/Impact

Reviews

Formative

November [] January [] March [Newspapers, letters, notices posted, etc.]

Summative

June [Copies of notices]

Resources

Description [Local]

Performance Objective 8:

Special Programs - At-Risk

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Determine total amount of SCE funds for campus/district to reduce the dropout rate and improve student performance for at-risk students

Timeline

September []

Person(s) Responsible/Monitor

Superintendent/Principal []

Strategy's Expected Result/Impact

Reviews

Formative

Summative

June []

DIP

Resources

Amount

163,652

Source

State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)

Strategy/Activity 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

Timeline

September

Person(s) Responsible/Monitor

Superintendent/Principal

Strategy's Expected Result/Impact

Reviews

Formative
Summative

June

DIP

Resources

Description

Total FTE 5.13

Strategy/Activity 3

Develop a policy for identifying, entering, and exiting students from the SCE Program

Timeline

August 07

Person(s) Responsible/Monitor

Superintendent/Principal

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Meeting to develop policy

Summative

June

Local policy

Resources

Description

Local

Strategy/Activity 4

Identify students at risk of dropping out of school using state criteria

Timeline

End of 1st six weeks and throughout the school year, as needed

Person(s) Responsible/Monitor

Administrator, Counselor, Teachers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

At-risk criteria distributed

Summative

June

List of at-risk students identified

Resources

Description	SCE
-------------	-----

Strategy/Activity 5

Provide teachers with the confidential list of of At-Risk students and supporting criteria used for identification

Timeline

Beginning of school

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	List developed
----------	--	---------	--	-------	----------------

Summative

June	All teachers with list and supporting documentation
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Resources

Description	Local
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Strategy/Activity 6

Conduct a comprehensive needs assessment which includes but is not limited to STAAR, dropout rate, RPTE, to identify areas to accelerate

Timeline

May or August

Person(s) Responsible/Monitor

Counselors, Teachers, Site-based teams

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				Data disaggregated for at-risk students
Summative				
June				
	Results of comprehensive needs assessment			

Resources

Description	Local, Title I, Part A, SCE
-------------	-----------------------------

Strategy/Activity 7

Serve PK-3 students who failed readiness test with accelerated, intensive program for early literacy
--

Timeline

Fall - May

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				Identified students failing readiness test placed in program
Summative				
June				
	TPRI results			

Resources

Description	SCE, Local
-------------	------------

Strategy/Activity 8

Serve 7 – 12 grade students with below 70 avg. in 2 or more subjects through April
--

Timeline

Fall – May

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Identified students placed in program
----------	--	---------	--	-------	---------------------------------------

Summative

June	Report card grades End-of-year grades Completion rates
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Resources

Description	SCE, Local
-------------	------------

Strategy/Activity 9

Serve pregnant students and parents through parenting programs

Timeline

August – May

Person(s) Responsible/Monitor

Counselor

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Program outline and students placed in programs

Summative

June

High school completion rates

Resources

Description

SCE

Strategy/Activity 10

Serve LEP students through an accelerated program to acquire proficiency in the English

Timeline

August – May

Person(s) Responsible/Monitor

ESL Teachers, Principal

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Progress reports
LPAC meetings

Summative

June

RPTE
STAAR

Resources

Description

ESL funds SCE, Local

Strategy/Activity 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.

Timeline

August – May

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Progress reports Report card grades Benchmark tests
----------	--	---------	--	-------	---

Summative

June	STAAR Completion rate
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Resources

Description	SCE
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Strategy/Activity 12

Provide program for students in AEP, expelled, on parole, probation, and previous drop-outs

Timeline

August – May

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Disciplinary records Report card grades

Summative

June

STAAR Completion rate
GED

Resources

Description

SCE, Local

Strategy/Activity 13

Compile a report that compares STAAR data of students at risk of dropping out of school and all other district students

Timeline

May-August

Person(s) Responsible/Monitor

Counselors, SCE Staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Disaggregated data

Summative

June

Written report

Resources

Description

SCE
AWARE

Strategy/Activity 14

Compile a report that compares high school completion between students at risk of dropping out of school and all other district students

Timeline

May

Person(s) Responsible/Monitor

Counselors, SCE Staff

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Data collected

Summative

June

Written report

Resources**Description**

SCE
AWARE

Strategy/Activity 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

Timeline

Fall, Spring, Summer

Person(s) Responsible/Monitor

Administrator, ESC

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Staff development calendar

Summative

June	Teacher/Paraprofessional attendance certificates Sign-in sheets
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Resources

Description	Local, Title I Part A, Title II, Part A, Title V, BE/ESL, MEP
-------------	---

Strategy/Activity 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.
--

Timeline

August – May

Person(s) Responsible/Monitor

Administrator, SCE Staff

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Parent involvement calendar
----------	--	---------	--	-------	-----------------------------

Summative

June	Evaluation of parent involvement activities
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Resources

Description	Local, Title I, Part A
-------------	------------------------

Strategy/Activity 17

Address PBMAS areas with Risk Levels 2/3
--

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Goal 6: Technology

Prepare students to be technologically competent in order to be successful in society.

Performance Objective 1:

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

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Students will have opportunities to a) learn about technology and b) learn from advanced equipment

Timeline

ongoing

ongoing

August-May

August-August of times laptops

Person(s) Responsible/Monitor

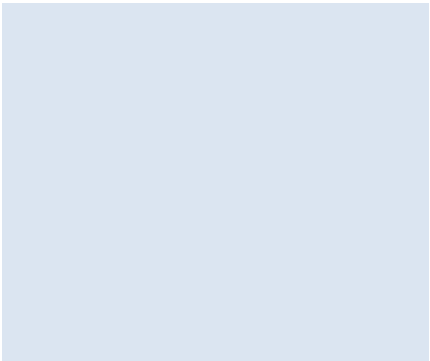
principal, technology director, and school board

Strategy's Expected Result/Impact

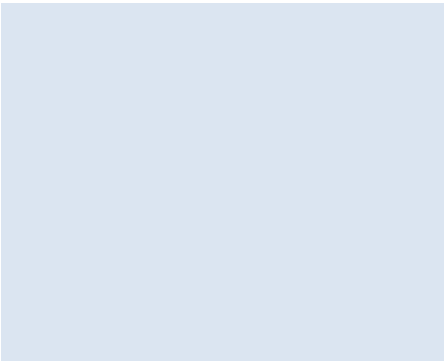
Reviews

Formative

November



January



March

monitor student accessibility & feedback

monitor number of times lab is used & number of people who utilize the lab

students will earn high school credit while working in the technology lab

monitor number progress are checked out

Summative

Resources

Description

State-of-the-art hardware and software will be provided

local funds, grants, updated computer labs, updated computer in every classroom,

Description

ITV lab will be available for students, staff, and community

TIF and TIE grants, local funds, ESC 17, & server network

Description

Technology systems lab will be utilized to provide hands-on technology

local funds

Description

Laptop issues to students 7-12

IPAD available for students

local funds, TIE

Strategy/Activity 2

Teachers will be Encouraged to implement Technology in lesson plans

Timeline

ongoing

Person(s) Responsible/Monitor

Sands CISD staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

teacher evaluations & walkthroughs

Summative

Resources

Description

local funds

Strategy/Activity 3

Research based Learning software will Be utilized in grades K-12

Timeline

ongoing

Person(s) Responsible/Monitor

Sands CISD staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

monitor student use

Summative

June

online reports

Resources

Description

Explore learning, study island HMH products

State & local funds

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 1:

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

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide each students and staff with a student handbook and student code of conduct which outlines expected behavior and discipline plan

Timeline

1st day of school

Person(s) Responsible/Monitor

Administration

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	100% return of acknowledgment pages
----------	--	---------	--	-------	-------------------------------------

Summative

June

Informed student body, staff, and community

Resources

Description

Handbook and student code of conduct

Local Funds

Strategy/Activity 2

Provide a comprehensive drug educational program with Drug screening

Timeline

August-May annually

Person(s) Responsible/Monitor

Principal, counselor, student council
Drug Screening Co.

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Student participation

Summative

June

Student success

Resources

Description

Secure resource people and address drug problems

Local funds

Strategy/Activity 3

Provide for students' health through immunization accounts and visual and hearing screening

Timeline

August-May annually

Person(s) Responsible/Monitor

Principal/Peims Coord

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Student medical records
----------	--	---------	--	-------	-------------------------

Summative

June	Updated and completed records
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Resources

Description

Maintain all health records and advise on visual and hearing needs

Local funds

Strategy/Activity 4

Maintain and update the Crisis Management

Timeline

August-May

Person(s) Responsible/Monitor

Principal, teachers

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	
----------	--	---------	--	-------	--

			Documentation by principal
Summative			
June	Completed documentation		

Resources			
Description	Student and teacher drills Time and local funds		

Strategy/Activity 5
Provide conflict resolution strategies for students and staff.

Timeline
ongoing

Person(s) Responsible/Monitor
Principal, teachers

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				Student participation

Summative				
June	Observation of student behavior			

Resources			
Description	Implement “Character Counts” (K-12) (CNA), Pizza Party “Character Counts” program information. Management plan.		

Strategy/Activity 6

Maintain and update programs that promote community awareness and communication for school safety.

Timeline

August-May annually

Person(s) Responsible/Monitor

Administration, teachers

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Student and community

Summative

June

Improved relations in community

Resources

Description

Continue programs such as Christmas programs monthly newsletter, DARE week, Read across America

Time, local funds

program information

Strategy/Activity 7

Update and maintain discipline management plan and unsafe school choice option.

Timeline

Update annually

Person(s) Responsible/Monitor

Principal-teachers

Strategy's Expected Result/Impact

Reviews				
Formative				
November		January		March
				Discipline management plans published in Student Code of Conduct
Summative				
June	Decrease number of discipline referrals			

Resources	
Description	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

Strategy/Activity 8	
Update and maintain discipline strategies plan.	
a. Classroom Management	

Timeline	
August-May annually	
Ongoing	

Person(s) Responsible/Monitor	
Principal	

Strategy's Expected Result/Impact

Reviews				
Formative				
November		January		March
				Improved parent or guardian communications
				Daily review

Summative

June

Improved student behavior

Decreased number of discipline reports

Resources**Description**

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

Description

Discipline AEP will be used by consequences Level II-IV.

Time, Student Handbook, Student Code of Conduct,

Strategy/Activity 9

SANDS CISD will conduct three safety drills each semester to stay current on safety procedures.

Timeline

August-May

Person(s) Responsible/Monitor

Principal, teachers

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Daily attendance

Summative

June

ADA

Resources**Description**

Continue to emphasize importance of attendance to parents and students

Time

Strategy/Activity 10

Provide proactive education through drug education, violence, dating violence, & suicide prevention programs

Timeline

Throughout the school year

Person(s) Responsible/Monitor

Teachers, principal counselor, and outside resource people

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Student participation

Summative

June

Student success

Resources

Description

Secure resource people for programs and address area in curriculum as appropriate

Title IV programs through ESC 17, health curriculum

Strategy/Activity 11

Provide training for teachers, students, and parents of awareness of issues regarding sexual abuse of children

Timeline

ongoing

Person(s) Responsible/Monitor

Administration and SHAC

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Daily review of students

Summative

June

of reports

Resources

Description

ESC17 staff development Shac committee

Time

Strategy/Activity 12

Provide proactive approach to maintaining a safe campus through yearly update of security procedures.

Timeline

August

Person(s) Responsible/Monitor

Sands CISD staff

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Ongoing review of procedures.

Summative

Resources

Description

a.)Sands CISD staff will keep exterior doors locked.

Local funds

Description

b.)Have teachers lock interior Classroom doors.

Local funds

Description

c.)Closely monitor visitors.

Local funds

Description

d.)review all safety

Local funds

Goal 8: Parent Involvement

Parents or guardians will have more opportunity to participate in their child or children’s educational endeavors.

Performance Objective 1:

SANDS CISD will develop and support programs that provide opportunities for parent involvement in all areas of their child's education experience.

Evaluation Data Source(s):

Inservice documentation, planning meeting agenda and notes

Summative Evaluation:

Strategy/Activity 1

Schedule teacher/parent conferences to assure thorough communication regarding academic expectations.

Timeline

Prior the end of the 2nd six weeks and throughout the year as needed

Person(s) Responsible/Monitor

Principal; teachers: Jr. High, High School, Pre-K through 5th

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Teacher and parent observation Monitor daily return
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Summative

June	Parent feedback
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Percent of return

Resources

Description

Conferences will be scheduled for students who did not pass STAAR

Time

Description

Two conferences yearly (elementary)

Time

Description

Distribute and collect parent/school compacts

Compacts

Strategy/Activity 2

Provide opportunities for parents to be involved in co-curricular and extra-curricular activities through planning meetings and booster clubs.

Timeline

Report to SBDM May 2021

Person(s) Responsible/Monitor

Administrators/sponsors/coaches

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide timely notification of school related requirements and expectations .

Timeline

On going

Person(s) Responsible/Monitor

All staff

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description	Send expectation letters to start the year.
Description	Provide BAND app to allow staff to communicate quickly with parents on extracurricular and classroom information.
Description	Utilize the School messenger phone calls to relay information to all parents quickly.
Description	Provide all stakeholders access to the district Google calendar via the school website.
Description	teachers will send communication home to parents in Grade PK-5 in a folder that includes key dates and school happenings.

Objective 2:

Provide opportunities for parents to provide input on education related decisions of the district..

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Recruit parents to be on the site base decision making committee.

Targeted Support Strategy

Timeline

ongoing

Person(s) Responsible/Monitor

administrator

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Send out parent surveys to gauge opinions on school related issues.

Targeted Support Strategy

Timeline

Spring 2021

Person(s) Responsible/Monitor

Administrator

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

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.

Performance Objective 1:

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

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide activities to insure non-stressful transitions for all students

Timeline

Person(s) Responsible/Monitor

principal

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

Kindergarten Roundup & pre-registration pre-K students and parents to visit the school and classroom
Invitations, time welcome packet

Description

K-1 Rodeo

Time, parents, & activities

Description

Kindergarten graduation

invitations, diplomas, donations, and time

Description

invite 5th graders to visit secondary campus

time

Description

Start of school assembly to communicate changes at each grade level

student schedules and time

Description

course sign-up will take place

graduation plan, copy of transcripts, STAAR information, grant information, and listing of class offerings

Description

students are provided with two days to visit a college or vocational school

time, school, college catalogs, and software

Strategy/Activity 2

SANDSs school will continue to maintain a 0% dropout rate and 100% graduation rate

Timeline

two times a year, principal will monitor throughout the year

daily

Person(s) Responsible/Monitor

principal, site-based committee

school secretary and principal

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

daily attendance reports

ADA

Summative

June

monitoring student attendance

ADA

Resources

Description

attendance committee will meet regularly and and review and monitor excessive absences

time, committee, principal

Description

daily parent phone contact concerning

phone, time

Strategy/Activity 3

Students not receiving meeting graduation requirements will be encouraged to pursue a GED

Timeline

as needed

Person(s) Responsible/Monitor

SANDSs principal and Lamesa GED program coordinator

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

class attendance percent

GED

Summative**Resources****Description**

refer students to SANDSs CISD GED or Lamesa ISD GED program

SANDS counselor & Lamesa GED coordinator

Strategy/Activity 4

SAT/ACT scores will be improved

Timeline

August-May

Person(s) Responsible/Monitor

teachers, counselor and principal

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

teacher observation and student effort

Summative

June

track improvement in ACT/SAT scores

Resources**Description**

emphasize skills and competencies required

ACT classroom materials & resources supplied by teachers

Strategy/Activity 5

Students will be Encouraged to pursue Dual Credit classes to Promote college readiness

Timeline

August-July

Person(s) Responsible/Monitor

principal/counselor

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Dual credit student enrollment numbers
Dual credit performance

Summative

Resources

Description

Counselor/principal will meet with students and review options.
Transcripts College degree plans

Strategy/Activity 6

Jrs. & Srs will attend College Day at Howard College.

Timeline

October

Person(s) Responsible/Monitor

principal/counselor

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				Principal observation

Summative

Resources

Description	Counselor/Principal plan trip school resources
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Strategy/Activity 7

Jrs. will visit Texas Tech

Timeline

October

Person(s) Responsible/Monitor

principal/counselor

Strategy's Expected Result/Impact

Reviews

Formative				
November		January		March
				Principal observation

Summative

Resources

Description	Counselor/Principal plan school resources
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Strategy/Activity 8

PGP planning for All 9th graders to map HS / career options and degree plans.

Timeline

October

Person(s) Responsible/Monitor

counselor

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

PGP reports

Summative

Resources

Description

Counselor one on one meetings

school resources

Strategy/Activity 9

School will pursue partnership with Howard college to promote activities for college readiness.

Timeline

Ongoing

Person(s) Responsible/Monitor

principal/counselor

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Increase in student support services

Summative

Resources

Description

Principal will initiate planning with Howard college
local funds

Strategy/Activity 10

School will study Methods to offer more career and technology training opportunities through Ag & Tech. classes to better prepare students.

Timeline

Ongoing

Person(s) Responsible/Monitor

principal/counselor

Strategy's Expected Result/Impact**Reviews****Formative**

November

January

March

Increase in the number of CTE classes

Summative**Resources****Description**

Principal will initiate planning
local & state funds

Strategy/Activity 11

School will increase awareness of financial aid opportunities by bringing in college financial advisors to assist in educating our students on this topic.

Timeline

October & January

Person(s) Responsible/Monitor

principal/counselor

Strategy's Expected Result/Impact

Reviews

Formative

November

January

March

Increase in students receiving financial aid.

Summative

Resources

Description

Principal will set up meeting times
local funds

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

Performance Objective 1:
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

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Staff (including paraprofessionals) will participate in proactive and relevant staff development

Timeline

Person(s) Responsible/Monitor

Administration, staff

Strategy's Expected Result/Impact

Reviews

Formative

November		January		March	Staff feedback & participation
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Summative

June	Application of materials and/or techniques
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Resources

Description	Continue to attend ESC 17 workshops
	Local funds, ESC 17 personnel Region 17 Curriculum Content Title 1
Description	Host various speakers with expertise on topics pertinent to education
	Local funds and ESC 17 personnel
Description	Provide staff development on G/T, special education ESL, Title I, CATE, SCE, Pre-K
	Time & local funds
Description	Provide mentors for new teachers
	Time
Description	Online resources such As PACT and webinars.
	Local funds

Strategy/Activity 2

Staff will be evaluated to insure adequate performance
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Timeline

Based on SCISD Appraisal calendar
August-May annually

Person(s) Responsible/Monitor

Principal, Superintendent, Board of Trustees, Administration
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Strategy's Expected Result/Impact

Reviews

Formative

Summative

Resources

Description

Professional staff will be evaluated according to the PDAS instrument

PDAS documents

Description

Principal will be evaluated using SCISD principal appraisal instrument

SCISD Principal's appraisal

Description

Superintendent will be evaluated using approved Instrument

SCISD Superintendent's appraisal instrument

Description

Professionals will be evaluated according to locally adopted evaluation form

SCISD paraprofessional appraisal instruments

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Allocations by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

	4,500.00
State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	163,652.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Budget Reference

Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Budget Reference	Funding Source	Amount
		4,500.00
	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	163,652.00