



**Sabinal Independent School District
District and Campus Improvement Plans
2017-2018**

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Mission Statement

Making excellence an everyday event.

District Improvement Team Membership

Secondary

Steve Alvarado, Principal, Non-teaching Rep

Letha Dulaney, Place 1, 2015-18

Joe Thomas 2, 2016-19

Raquel Esquivel 3, 2015-18

Kyle Miller, Place 4, 2017-20

Central Office

Richard Grill, Superintendent

Michael Neuman, Assistant Superintendent

Elementary

Patrick Peabody, Non-Teaching Rep

Annette Sams, Place 1 2015-18

David Navarro, Place 2 2016-19

Dana Scheel, Place 3 2015-18

Bradie Williams, Place 4 2015-18

Laura Rodriguez, Para-Professional, 2017-20

Cecilia Reyes SHAC Representative

Community and Parents

Sean Johnston, Community

Stephen Henry, Community

Rose Alvarado, Parent

Chris Fisher, Parent

Javier Flores, Community

State Goals and Objectives
2017-2018

- GOAL** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

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

District Goals and Objectives
2017-2018

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

District Resources

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

ACADEMIC EXCELLENCE INDICATORS

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

CORRELATES OF EFFECTIVE SCHOOLS

1. SAFE AND ORDERLY ENVIRONMENT

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

2. CLIMATE OF HIGH EXPECTATIONS FOR SUCCESS

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

3. INSTRUCTIONAL LEADERSHIP

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

4. CLEAR AND FOCUSED MISSION

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

5. OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

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

6. FREQUENT MONITORING OF STUDENT PROGRESS

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

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

Every Student Succeeds Act of 2015 (ESSA)

Every Student Succeeds Act of 2015 (ESSA), which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognizes that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

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

ESSA Goals

- 1. Performance goal 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- 2. Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- 3. Performance goal 3:** All students will be taught by highly qualified teachers.
- 4. Performance goal 4:** All students will be educated in learning environments that are safe, drug free and conducive to learning.
- 5. Performance goal 5:** All students will graduate from high school.

10 Components of a Schoolwide Program

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

SABINAL INDEPENDENT SCHOOL DISTRICT
District Title 1 Parental Involvement Policy
2017-2018

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

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

The following policy is in compliance with the legal requirements of the **Every Student Succeeds Act of 2015 (ESSA (PL114-95))**. This policy will be available to all parents on the SISD website and at the Central Office.

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

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

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

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

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

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

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

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

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

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

Sabinal Independent School District

◆ STUDENT ◆ PARENT ◆ TEACHER COMPACT

Shared Responsibilities for High Student Performance

The Sabinal Independent School District, the teachers, the parents and the students realize that the responsibility for students to meet the State of Texas' high performance standards must be shared, and they also realize the importance of regular communication.

To this end, all agree to do the following to support education:

As a student, I will...	As a parent of this student, I will...	<i>The staff will...</i>
<ul style="list-style-type: none"> • respect self, others, and property • be prepared for each class with appropriate assignments, materials and participation • be responsible for my own behavior and choices • read everyday • share important happenings at school each day with my family • attend classes daily and on time • ask for help when I don't understand <p>Other: _____</p>	<ul style="list-style-type: none"> • strive to see my child is on time and prepared for for school each day. • monitor my child's homework and provide a learning atmosphere at home. • limit T.V. viewing and read with my child or encourage my child to read each day. • set high goals concerning my child's education and motivate him/her with praise. • participate in meaningful parent/school communication to keep up with my child's school progress and welfare <p>Other: _____</p>	<ul style="list-style-type: none"> • respect your child and you at all times. • be organized and prepared for classes each day. • encourage and praise your child's effort every day. • encourage communication through notes, folders, phone calls, emails, meetings, and web publications. • take the time to know each child and his/her individual needs. • maintain high standards concerning your child's education and encourage him/her to reach them. • provide a safe and orderly learning school environment. <p>Other: _____</p>

Sabinal ISD

Retention & Recruitment Plan

Staff

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

Staff Strengths:

Presently our staff is a solid mix of experienced and youthful teachers who possess the appropriate skills, knowledge and enthusiasm which provide an effective, well-rounded education. Sabinal ISD provides a positive and supportive work environment, competitive salaries and supplemental stipends, an adequate supply budget for instructional materials, the latest technological equipment, and newly renovated and modern facilities. We provide our teachers quality, on-going training and professional development to support their pedagogical needs, and to improve academic achievement.

Staff Needs:

A teacher shortage exists in our State, and competition for the best teachers is evident. Acquisition and retention of high quality teachers is a growing concern in our school district and in rural areas across the State. Nothing influences educational opportunities for our students more than a high quality teacher. According to the Texas Association of School Boards salary survey's, Sabinal ISD has competitive salaries and benefits compared to schools districts in the Uvalde County area, however the Bexar County area is one of the top paying regions in Texas, thus affects our recruitment efforts.

Teacher Recruitment and Retention:

The recruitment and retention of high quality teachers is based on our district's comprehensive needs assessment as well as State educator guidelines.

The following strategies are implemented in pursuit of the district goals and objectives within the District Improvement Plan (DIP) for recruitment and retention of teachers;

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

Sabinal I. S. D.
2017-2018
Comprehensive Needs Assessment

Elementary Findings

Introduction

The campus leadership team (CLT) reviewed and developed a comprehensive needs assessment. During campus meetings the team considered campus and district strengths and needs. These areas included student demographics and student achievement, school culture and climate, staff quality and retention, curriculum and instruction, family and community involvement, school organization, and technology. The team reviewed the Texas Academic Performance Report data for 2015-2016 as prepared by the Texas Education Agency, as well as other relevant information and STAAR data from the 2016-2017 school year.

Demographics

Sabinal Elementary is an ethnically diverse campus with approximately 77.5% Hispanic, 20.6% White, .5% African American, 0% Native American, .5 Asian, and 1% Multi-Racial. 90.4% of the students on the campus are eligible for free or reduced price lunches under the National School Lunch program and 7.2% are limited English proficient (LEP). The number and percent of students from ethnic minorities, low-income families, and who are limited English proficient has remained relatively stable over the last several years. 57.9% of the student body is considered at-risk.

The Sabinal Independent School District serves a community of 1,709 as a public education institution. As with many small communities, Sabinal ISD is the largest employer in the community. The district is composed of three campuses that include an elementary school, a junior high school, and a high school. The alternative education program for disciplinary purposes provides services for approximately two to four students a year and it is offered during the regular school day (7:45 AM to 3:35 PM). The total enrollment for the campus for the 2016-2017 school year was 209.

Student findings

The primary instrument for determining student achievement is the State of Texas Assessments of Academic Readiness (STAAR). Students who receive special education services are tested through the STAAR, STAAR Spanish, and STAAR Alternate 2. Students who qualify for assistance under English as a Secondary Language (ESL) are assessed yearly by the TELPAS instrument. Teacher created TEKS Based Assessments and one released STAAR test are used as a diagnostic tool throughout the year. The TPRI assessment is used for grades K-3 and C-PALS assessment for PreK. Reading and Math progress is tracked through AR Reading, Math, and Early Literacy software.

Student Strengths

Students in Sabinal Elementary are respectful and are generally happy to be on campus. Students are involved in student council, UIL, and other school sponsored activities. Attendance for 2016-2017 was 96.57% for the fall semester, 95.00% in the spring, with an overall attendance rate of 95.70%.

Student Needs

While students' STAAR progress measures continued to improve – overall results are still below state averages in math for 3rd and 4th grade, and reading for 3rd, 4th, and 5th grade, as well as below average in 4th grade writing and 5th grade science. Students do not have a solid background in phonics, which is leading to compounding issues with reading. Lack of reading skills is also hindering student mastery of math assessments, as the majority rely on word problems.

Staff findings

At the elementary campus, 52% of the staff ethnicity is White and 48% are Hispanic. 88% of the staff hold bachelor's degrees and 12% master's degrees.

Staff Strengths

The entire faculty is ESL certified except for 17/18 new hires. All teachers have been through Gifted and Talented Training. Thirteen teachers have attended AVID Summer Institute training. Kindergarten and 1st grade teachers attended state sponsored Math Achievement Academies this past summer while 2nd through 5th grade teachers attended Literacy Achievement Academies. There are a few strong leaders who have taken the lead on various campus initiatives and work closely with the principal to drive change on the campus.

Staff needs

Staff is working on implementing new processes and systems across campus. Staff has been provided training in Eduphoria Aware and Google Apps for Education, but continue to struggle with their use. Continued training in a vertically and horizontally aligned rigorous curriculum. Training in creating aligned benchmark assessments and disaggregating data have been developed and are ongoing.

Parental Involvement

There is fluctuating parental involvement on campus. More parents attend functions like Grandparent's Luncheon, Family Picnics, Christmas Concert and festivals. There is moderate family attendance for awards ceremonies, open houses, and meet the teacher nights. There is low turnout for AVID family meetings, Parent University, SHAC meetings, Coffee with the Principal, and PTSA meetings.

Parental involvement strengths

A small core of involved parents are heavily involved in participating in school events. Parents have the opportunity to serve on a variety of committees and to attend different informational events. The current officers and members of PTSA are pushing to support the school, expand their membership, and look for ways to give back. Parents are well represented during fun activities or recognition events.

Parent involvement needs

More parent participation is needed in PTSA and informative/discussion meetings. Needs include campus and teacher efforts to educate and inform parents of attendance, tardies, grading procedures, and what parents can do at home to support their children's education.

Community Involvement

As a central piece of the town, community involvement and support is needed. More community members are needed to support the growth and needs of students.

Community involvement strengths

Local churches donate time and materials to assist teachers, as well as providing afterschool activities. The community provides opportunities for elementary students to participate in sports, boy scouts, and girl scouts. Good community feedback from events like First Responders Day visits. Many locals donate their time to come give presentations on various days such as S.T.E.A.M. and Career days.

Community needs

More volunteers are needed for things like mentoring and guest readers. More community participation in campus festivals and health related activities would help support the students.

Facilities

The elementary campus is made up of a main building built in 1971. There was a new library edition built in 2000. There is one portable building which houses the SPED Cluster and an attached multipurpose room that serves as a gym or auditorium for school events. There is a playground with many physical activity centers and a covered basketball court built in 2006 and 2008. In 2010, the district facility improvement initiative renovated all classrooms including new floors, casework, marker boards and instructional technology hardware. In 2010 new windows were installed in the 1950's building along with new HVAC units, as well as cosmetic and structural renovations to the building.

Facilities strengths

The main building has been renovated, updated. Wifi was added to the school buildings, each classroom received four new student use computers, and Promethean boards were installed in each classroom. The building is clean and well maintained. The extensive playground facilities are also exceptional and utilized by the community. The computer lab has been repurposed as a Makerspace to allow students to explore various STEAM themes. Extra rooms have been utilized as functioning spaces from resource rooms to a music room. The elementary green space is also becoming a focal point for the school and includes sitting areas and a new raised garden beds. A new electronic remote access door lock was installed on the main entrance to secure entry into the building.

Facilities needs

Areas of need for facilities are continued grounds and facility maintenance. Playground resurfacing has begun, but more filler is needed. More shade, provided by trees or awnings, is needed in the rear of the school to prevent playground surfaces from becoming too hot.

**Sabinal I. S. D.
2017-2018
Comprehensive Needs Assessment**

Secondary Findings

Introduction

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

Demographics

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

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

Student achievement

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

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

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

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

School Culture and Climate

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

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

Curriculum, Instruction and Assessment

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

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

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

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

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

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

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

Family and Community Involvement

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

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

Post-Secondary Readiness

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

School Context and Organization

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

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

Technology

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

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

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

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

We have equipped our schools with 15 Chromebook carts, 2 iPad mini carts, and an iPad 2 cart which allows us to make any classroom, or anywhere other location in our schools, a computer lab. Gone are the days where a classroom is exclusively a computer lab, allowing greater flexibility of classroom assignments and access to computer labs. Each “cart” contains approximately 25 wireless devices, providing a near 1:1 ratio at the secondary level when needed.

ATTENDANCE

Long Range Goal: By May 2019 the percent of student attendance will increase to the State standard of 97.5%.

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

SBOE Goal Correlation 1-3

AEI 2

SISD Goal Correlation 1-4

Correlates of Effective Schools 2, 5, 7

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

Activities/Strategies	Resources	Person Responsible	Formative Evaluation/Date	Expected Outcome	Summative Evaluation/Date
4. Utilize Truancy Court action for excessive truancy / non-enrollment. Follow through on court days	Attendance records	Principals, Attendance Clerks	Monthly scheduled court dates	Support for school attendance from parents Increased individual attendance	May 2018
5. Reduce health-related absences through parent contacts and referrals to community agencies	Staff, pamphlets & literature Local Community	Principals School Nurse	August 2017 - May 2018 referral records reports	Parental awareness of community assistance. Information of preventive healthcare Fewer absences due to illness	May 2018
6. Stress the importance of preventive health care	Staff, pamphlets & literature Local Community	Principals School Nurse	September 2017- May 2018	Parental awareness of community assistance. Information of preventive healthcare Fewer absences due to illness	May 2018
7. Acknowledge and reward students with exceptional attendance	Time Local	Principals Attendance Clerks	August 2017 - May 2018	Improved attendance Increased individual attendance	May 2018
8. Home visits	Time/Local funds/transportation	Principals Attendance Clerks	Each six weeks	Improved attendance	May 2018
9. Saturday School for students with excessive absences	Local	Principals Attendance clerks	Each six weeks	Improved attendance	May 2018

PARENT AND COMMUNITY INVOLVEMENT

Long Range Goal: Parent involvement at all levels will increase

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

SBOE Goal Correlation 1

AEI 1, 2, 3

SISD Goal Correlation 1,3

Correlates of Effective Schools 7

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

STAFF DEVELOPMENT

Long Range Goal: Improve the instructional content knowledge and pedagogy for teachers to improve teaching and learning

District Performance Objective: The District shall provide staff development based on academically weak areas as determined by the STAAR and other assessments

Activities/Strategies	Resources	Person Responsible	Implementation Date	Expected Outcome	Summative Evaluation/Date
1. Contract with Region 20 for onsite staff development in Instructional Technology	Local Title SCE	Principals Superintendent Director of Special Programs Region 20	Fall Semester 2017	Improve teacher knowledge and Skills Improve STAAR scores Provide more resources for teachers	September 2018
2. Contract with Region 20 for onsite staff development in Core Academic areas	Local Title SCE	Principals Superintendent Director of Special Programs Region 20	Fall Semester 2017	Improve teacher knowledge and Skills Improve STAAR scores Provide more resources for teachers	September 2018
3. Contract with Region 20 for onsite staff development on the TEKS Resource System	Local Title SCE	Principals Superintendent Director of Special Programs Region 20	Fall Semester 2017	Ensure aligned curriculum Improve teacher knowledge and Skills Improve STAAR scores Provide more resources for teachers	September 2018
4. Continue to provide local training activities for teachers regarding local technology programs & hardware	Local Title SCE	Technology Director Principals Region 20	Ongoing	Improve teacher knowledge and Skills Improve STAAR scores Provide more resources for teachers	September 2018
5. Continue to require all secondary ELA and elementary grade level teachers to be ESL and G/T certified	Local Title Region 20 commitments	Principals Superintendent Teachers Director of Special Programs Region 20	Ongoing	To ensure that teachers meet the diverse needs of the student Improve teacher knowledge and Skills Improve STAAR scores	September 2018
6. Weekly Professional Learning Community meetings/ assessment mtgs.	Local	Principal Teachers	Ongoing	Improvement in teacher practices and knowledge of assessment planning/outcomes	September 2018

TECHNOLOGY

Long Range Goal: By the year 2020 technology will be integrated into all curriculum areas and be used as a teaching tool to enhance teaching and learning.

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

SBOE Goal Correlation 1, 4, 2

AEI 1

SISD Goal Correlation 1,2,4

Correlates of Effective Schools 2, 3, 4, 5

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

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

SYSTEM SAFEGAURDS

Long Range Goal: By the year 2019 Meet 100% of all system safeguards, State.

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

Activities/Strategies	Resources	Person Responsible	Formative Evaluation/Date	Expected Outcome	Summative Evaluation/Date
1. State performance status in Reading, Writing, and Science for All Students.	Staff Time Local Title One	Principals Teachers	STAAR scores from 2018	Meet state minimum	August 2018