

West Sabine ISD 2009-2010

District Improvement Plan

2009-2010 School Year

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District Improvement Plan
West Sabine ISD 2009-2010

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Edwards, Travis	Superintendent	West Sabine ISD	
Haywood, Robert	Community Representative	West Sabine ISD	5-2009
Tarpley, Michelle	Community Representative	West Sabine ISD	5-2009
Burch, Randy	Business Representative	West Sabine ISD	5-2009
Chun, Dr. Dukja	Business Representative	West Sabine ISD	5-2009
Clark, Glenda	Parent	West Sabine ISD	5-2009
Leonne, Wanda	Parent	West Sabine ISD	5-2009
Jackson, Susan	High School Principal	West Sabine High School	
Kilcrease, Patsy	Instructional Aide	West Sabine High School	5-2009
Cunningham, Karen	Teacher	West Sabine High School	5-2009
Trawhon, Bridgette	Teacher	West Sabine High School	5-2009
Edwards, Pam	Elementary Principal	West Sabine Elementary School	
Oliver, Carole	Instructional Aide	West Sabine Elementary School	5-2009
Gilder, Carnelius	Teacher	West Sabine Elementary School	5-2009
Thomas, Candi	Teacher	West Sabine Elementary School	5-2009

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Names of People Responsible For Implementation

Name	Title	Campus / District
Pate, Mike	Superintendent	West Sabine ISD
Edwards, Pamela	Elementary Principal	West Sabine Elementary School
Ogden, Mike	High School Principal	West Sabine High School
Ashmore, Janet	Counselor	West Sabine Elementary School
Burrow, Samantha	High School Counseling Intern	West Sabine High School
Mason, Darlene	Library Aide	West Sabine ISD
Bryce, Doris	Library Aide	West Sabine ISD
Clark, Jo Ann	Elementary Nurse	West Sabine Elementary School
Ford, Myrtie	High School Nurse	West Sabine High School
Maddox, Eric	Technology Director	West Sabine ISD
Ashmore, Janet	504 Director	West Sabine ISD
Ferrell, Lonnie	Band Director	West Sabine ISD
Simmons, Joe	Transportation Director	West Sabine ISD
McDaniel, Brenda	Special Education Aide	West Sabine Elementary School
Weatherspoon, Dominique	Special Education Teacher	West Sabine High School
Ellison, Becky	Food Service Director	West Sabine ISD
Clark, Jo Ann	Nurse	West Sabine Elementary School
Ford, Myrtie	Nurse's Aide	West Sabine High School
Stark, Tod	Athletic Director	West Sabine High School
Golden, Jeanette	Physical Education Teacher	West Sabine Elementary School
Ebarb, Tina	Business Office	West Sabine ISD
Mitchell, Sherry	Elementary Attendance Clerk	West Sabine Elementary School
McCary, Tempie	High School Attendance Clerk	West Sabine High School
Lindsey, Martha	Beta Club Sponsor	West Sabine High School

Names of People Responsible For Implementation

Name	Title	Campus / District
Jacks, Curtis	FFA Advisor	West Sabine ISD
Lane, Joseph	FFA Advisor	West Sabine ISD
Kilcrease, Susan	GT Teacher	West Sabine Elementary School
Trawhon, Bridget	G/T Prep Teacher	West Sabine High School
Wright, Robin	Dyslexic Teacher	West Sabine Elementary School
Cunningham, Karen	Dyslexic Teacher	West Sabine High School
Whitton, Rebecca	ESL Teacher	West Sabine Elementary School
Cox, Betsy	Special Education Teacher	West Sabine Elementary School
Fore, Barbara	Special Education Aide	West Sabine Elementary School
Harley, Audrey	Special Education Aide	West Sabine Elementary School
Headrick, Jeffery	Special Education Teacher	West Sabine High School
Bryant, Bill	Special Education Teacher	West Sabine High School
Ellison, Amber	Pre-K Teacher	West Sabine Elementary School
Myrann, Kristina	Pre-K Teacher	West Sabine Elementary School
Evans, Karen	Pre-K Aide	West Sabine Elementary School
McBride, Gayla	Pre-K Aide	West Sabine Elementary School
Smith, Cindy	Kindergarten Teacher	West Sabine Elementary School
Frick, Kandace	Kindergarten Teacher	West Sabine Elementary School
Muncrief, Crystal	Kindergarten Teacher	West Sabine Elementary School
Welch, Kay	TAKS Prep Teacher	West Sabine High School
Brownlee, Paige	TAKS Math Teacher	West Sabine High School
Alvarado, Michelle	TAKS Math Teacher	West Sabine High School
White, Julie	TAKS ELA Teacher	West Sabine High School
Tatom, Cecil	TAKS Science Teacher	West Sabine High School

Names of People Responsible For Implementation

Name	Title	Campus / District
Gomez, Suzette	Spanish Teacher	West Sabine High School
Little, Kay	CSR Teacher	West Sabine Elementary School
Sowell, Mary Lou	Technology Lab Aide	West Sabine Elementary School
Parks, Jeff	ISS Teacher	West Sabine High School
	Classroom Teachers	
	DPDMC	
	DPDMC & SBDMC	
	SBDMC	

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Attendance

Attendance

Goal: **Exemplary**

	2006	2007	2008	2009	2010	2011	2012	2013	2014
All Students	95.80	95.70	95.20	95.70	95.70	95.70	95.70	95.70	95.70
African American	97.40	97.20	96.70	97.20	97.20	97.20	97.20	97.20	97.20
At-Risk	95.40	95.20	95.10	95.20	95.20	95.20	95.20	95.20	95.20
Economically Disadvantaged	95.60	95.40	95.10	95.40	95.40	95.40	95.40	95.40	95.40
Female	95.50	95.50	95.30	95.50	95.50	95.50	95.50	95.50	95.50
Hispanic	95.90	95.50	95.90	95.50	95.50	95.50	95.50	95.50	95.50
Male	96.10	95.90	95.10	95.90	95.90	95.90	95.90	95.90	95.90
Special Education	95.10	94.20	94.20	94.20	94.20	94.20	94.20	94.20	94.20
White	95.60	95.50	95.00	95.50	95.50	95.50	95.50	95.50	95.50

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Dropouts

Dropouts

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014
All Students	0.30	0.40	1.80	0.40	0.32	0.24	0.16	0.08	0.00
At-Risk	0.80	0.00	0.70	0.80	0.64	0.48	0.32	0.16	0.00
Economically Disadvantaged	0.60	0.00	1.80	0.60	0.48	0.36	0.24	0.12	0.00
Female	0.80	0.90	0.80	0.90	0.72	0.54	0.36	0.18	0.00
Male	0.00	0.00	2.60	0.00	2.08	1.56	1.04	0.52	0.00
Special Education	1.80	0.00	2.60	1.70	1.36	1.02	0.68	0.34	0.00
White	0.00	0.40	2.10	0.40	0.32	0.24	0.16	0.08	0.00

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TAKS

Grade: **3rd-11th**

All Tests Taken

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	52.00	62.00	61.00	48.80	36.60	24.40	12.20	0.00
African American	24.00	40.00	31.00	24.80	18.60	12.40	6.20	0.00
At-Risk	26.00	42.00	38.00	30.40	22.80	15.20	7.60	0.00
Economically Disadvantaged	49.00	60.00	58.00	46.40	34.80	23.20	11.60	0.00
Female	53.00	66.00	62.00	49.60	37.20	24.80	12.40	0.00
Male	52.00	57.00	60.00	48.00	36.00	24.00	12.00	0.00
Special Education	22.00	26.00	28.00	22.40	16.80	11.20	5.60	0.00
White	56.00	64.00	63.00	50.40	37.80	25.20	12.60	0.00

Grade: **3rd-11th**

TAKS Math

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	62.00	71.00	72.00	57.60	43.20	28.80	14.40	0.00
African American	31.00	46.00	46.00	36.80	27.60	18.40	9.20	0.00
At-Risk	35.00	53.00	54.00	43.20	32.40	21.60	10.80	0.00
Economically Disadvantaged	59.00	70.00	71.00	56.80	42.60	28.40	14.20	0.00
Female	63.00	76.00	71.00	56.80	42.60	28.40	14.20	0.00
Male	62.00	66.00	72.00	57.60	43.20	28.80	14.40	0.00
Special Education	33.00	38.00	45.00	36.00	27.00	18.00	9.00	0.00
White	66.00	74.00	74.00	59.20	44.40	29.60	14.80	0.00

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TAKS

Grade:**3rd-11th**

TAKS Reading/ELA

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	89.00	89.00	89.00	71.20	53.40	35.60	17.80	0.00
African American	84.00	74.00	89.00	71.20	53.40	35.60	17.80	0.00
At-Risk	83.00	84.00	82.00	65.60	49.20	32.80	16.40	0.00
Economically Disadvantaged	88.00	89.00	86.00	68.80	51.60	34.40	17.20	0.00
Female	92.00	92.00	89.00	71.20	53.40	35.60	17.80	0.00
Male	85.00	86.00	89.00	71.20	53.40	35.60	17.80	0.00
Special Education	68.00	71.00	64.00	51.20	38.40	25.60	12.80	0.00
White	90.00	91.00	89.00	71.20	53.40	35.60	17.80	0.00

Grade:**3rd-11th**

TAKS Science

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	58.00	71.00	63.00	50.40	37.80	25.20	12.60	0.00
African American	19.00	71.00	63.00	50.40	37.80	25.20	12.60	0.00
At-Risk	41.00	60.00	47.00	37.60	28.20	18.80	9.40	0.00
Economically Disadvantaged	55.00	65.00	55.00	44.00	33.00	22.00	11.00	0.00
Female	47.00	69.00	58.00	46.40	34.80	23.20	11.60	0.00
Male	66.00	74.00	67.00	53.60	40.20	26.80	13.40	0.00
Special Education	14.00	29.00	25.00	20.00	15.00	10.00	5.00	0.00
White	64.00	74.00	70.00	56.00	42.00	28.00	14.00	0.00

TAKS

Grade:**3rd-11th**

TAKS Social Studies

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	79.00	89.00	93.00	74.40	55.80	37.20	18.60	0.00
African American	33.00	90.00	73.00	58.40	43.80	29.20	14.60	0.00
At-Risk	74.00	85.00	92.00	73.60	55.20	36.80	18.40	0.00
Economically Disadvantaged	77.00	85.00	90.00	72.00	54.00	36.00	18.00	0.00
Female	76.00	90.00	92.00	73.60	55.20	36.80	18.40	0.00
Male	81.00	88.00	94.00	75.20	56.40	37.60	18.80	0.00
Special Education	29.00	56.00	80.00	64.00	48.00	32.00	16.00	0.00
White	88.00	90.00	97.00	77.60	58.20	38.80	19.40	0.00

Grade:**3rd-11th**

TAKS Writing

Goal:

	2007	2008	2009	2010	2011	2012	2013
All Students	82.00	92.00	95.00	76.00	57.00	38.00	19.00
African American	60.00	75.00	99.00	79.20	59.40	39.60	19.80
At-Risk	78.00	86.00	94.00	75.20	56.40	37.60	18.80
Economically Disadvantaged	81.00	89.00	96.00	76.80	57.60	38.40	19.20
Female	90.00	94.00	99.00	79.20	59.40	39.60	19.80
Male	75.00	89.00	89.00	71.20	53.40	35.60	17.80
White	84.00	95.00	95.00	76.00	57.00	38.00	19.00

Demographics

2008-2009 Enrollment EE-12th

Early Childhood: 0 [4 years old]
Prekindergarten: 43
Kindergarten: 36
First Grade: 53
Second Grade: 43
Third Grade: 61
Fourth Grade: 43
Fifth Grade: 53
Sixth Grade: 46
Seventh Grade: 57
Eighth Grade: 46
Ninth Grade: 40
Tenth Grade: 49
Eleventh Grade: 40
Twelfth Grade: 45

2007-2008 Enrollment EE-12th

Early Childhood: 0 [4 years old]
Prekindergarten: 28
Kindergarten: 48
First Grade: 44
Second Grade: 50
Third Grade: 50
Fourth Grade: 55
Fifth Grade: 48
Sixth Grade: 60
Seventh Grade: 42
Eighth Grade: 44
Ninth Grade: 47
Tenth Grade: 42
Eleventh Grade: 44
Twelfth Grade: 38

2008-2009 Ethnic Distribution EE-12th

African American	61	9.3%
Hispanic	11	1.7%
White	582	88.9%

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Native American	1	0.2%
Asian/Pac. Islander	0	0.0%

2007-2008 Ethnic Distribution EE-12th

African American	66	10.3%
Hispanic	5	0.8%
White	569	88.9%
Native American	0	0.0%
Asian/Pac. Islander	0	0.0%

2008-2009 Economically Disadvantaged EE-12th: 449 68.5%
2007-2008 Economically Disadvantaged EE-12th: 421 65.8%

2008-2009 Limited English Proficient EE-12th: 3 0.5%
2007-2008 Limited English Proficient EE-12th: 2 0.3%

2008-2009 Students w/Disciplinary Placements EE-12th: 13 1.9%
2007-2008 Students w/Disciplinary Placements EE-12th: 0 0.0%

2008-2009 Students Meeting State-Adopted "At-Risk" Criteria EE-12th: 305 46.6%
2007-2008 Students Meeting State-Adopted "At-Risk" Criteria EE-12th: 229 35.8%

2008-2009 Students per Teacher

K: 12.0
1st: 17.3
2nd: 14.3
3rd: 20.3
4th: 14.3
5th: 17.7
6th: 23.0

Secondary: English/Language Arts: 13.9
Foreign Language: 22.3
Mathematics: 17.3
Science: 20.5
Social Studies: 20.0

2007-2008 Students per Teacher

K: 15.0
1st: 14.7
2nd: 16.3

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3rd: 17.0
4th: 18.7
5th: 16.7
6th: 20.0

Secondary: English/Language Arts: 12.4
Foreign Language: 13.9
Mathematics: 12.2
Science: 12.7
Social Studies: 14.6

Federal Requirements - Schoolwide Program

In accordance with the revised (01/08/02) Section 1114(b)(1) of Title I, Part A, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school that is based on information on the achievement of children in relation to the State academic content standards and student academic achievement standards;
2. Schoolwide reform strategies that—
 - (A) Provide opportunities for all children to meet the State's proficient and advanced levels of student performance,
 - (B) Use effective methods and instructional strategies that are based on scientifically based research that
 - (1) Strengthen the core academic program in the school,
 - (2) Increase the amount and quality of learning time, such as providing extended school year, before- and after-school, and summer school programs and opportunities, and help provide an enriched and accelerated curriculum, and
 - (3) Meet the educational needs of historically underserved populations
 - (C) (1) Address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk who are members of target populations of any program that is included in the Schoolwide program--
These programs may include counseling and mentoring services, college and career awareness and preparation such as college/career guidance, personal finance education, innovative teaching methods, which include applied learning and team-teaching strategies, and the integration of vocational and technical education programs;
 - (2) Address how the school will determine if these needs are met, and are designed to implement the State and local improvement plans;
3. Instruction by highly qualified professional staff;
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic standards. (In accordance with §1119(a)(4) of Title I);
5. Strategies to attract high-quality highly qualified teacher to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of assessments described in §1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program;
9. Activities to ensure that students who experience difficulty mastering any of the State's standards required by §1111 (b)(1) will be provided with effective, timely, additional assistance. The assistance must include: measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance; and
10. Coordination of Federal, State, and local services and programs, including programs such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Mission Statement

Every student will develop academic skills in Language Arts, Mathematics, Science, Social Studies, Fine Arts, and Career and Technology education. The cultural diversity of our community will contribute to student success related to citizenship, economics, and appreciation of our common American Heritage.

Curriculum will be aimed at continuous improvement and increasing expectations necessary to survive in the 21st Century.

Needs Assessment Summary

West Sabine ISD received an Accountability Rating from TEA in 2009 of Academically Acceptable. The Academically Acceptable category requires that in each core subject area, the required percent of all students and each student group (African American, White, Hispanic and Economically Disadvantaged) meet the minimum standards on all TAKS tests. In 2008-2009, the required passing percentages were 70% in Reading/ELA, Writing and Social Studies; 55% in Math and 50% in Science. West Sabine ISD also received Gold Performance Acknowledgments of Commended on Social Studies.

Student Strengths and Needs:

Reading/ELA: The district passing average for the TAKS Reading/ELA test remained stable at 89% from 2008 to 2009, and did not meet State or region averages. Student group passing averages ranged from 64% for Special Education students to 89% for African American, White, Male and Female students. African American and Male students were the only student groups to make improvements; the passing averages for all other student groups decreased. No student groups met the State or region averages.

Students performed well on the TAKS Writing test. The district passing average increased from 92% in 2008 to 95% in 2009, which exceeded the State and region averages. All student groups either made improvements or remained stable. The student group passing averages ranged from 89% for Males to >99% for African American and Female students. All student groups, except Males, exceeded the State and region averages.

Math: The district passing average for the TAKS Math test increased slightly from 71% in 2008 to 72% in 2009, but did not meet the State or region averages. All student groups, except Females, either improved their scores or remained stable; however, no student groups met the State or region averages. Student group passing averages ranged from 45% for Special Education students to 74% for White students.

Science: The district passing average for the TAKS Science test decreased from 71% in 2008 to 63% in 2009, and did not meet the State or region averages. The passing averages for all student groups also decreased, with a range of 16% for African Americans to 70% for White students. Special Education and At-Risk students also performed very poorly, with passing averages of 25% and 47%, respectively. No student groups met the State or region averages.

Social Studies: The district passing average for the TAKS Social Studies test increased from 89% in 2008 to 93% in 2009, which met the State and region averages. All student groups, except African Americans, also made improvements. Student group passing averages ranged from 73% for African American students to 97% for White students. White and Male students were the only subgroups to meet the State and region averages.

Interventions: West Sabine ISD has programs at every grade level in place to address the identified needs of its students.

At the Elementary school, SSIG funding provides tutorials during and after school for students who are having difficulty with TEKS mastery. A Math Intervention teacher is available to provide small group and individualized instruction to students needing additional assistance. A class size reduction teacher provides students with individualized attention in core subject areas (5th grade).

West Sabine High School provides supplemental tutorials after school to students in any subject area who are at risk of failing either a class or a TAKS tests. TAKS classes in Math, ELA and Science are available to assist at risk students. A Supplemental Reading teacher, Study Island and Summer School are also available to assist students in need of additional help.

See TAKS Matrix for expected academic gains.

Faculty and Staff: 100% of the staff in West Sabine ISD is highly qualified. Professional development is encouraged for the staff, and opportunities are available for training for staff in areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as professional development opportunities at the service center.

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Attendance: The district attendance rate decreased slightly from 95.7% in 06-07 to 95.2% in 07-08. Most student groups also experienced slight decreases in their attendance rates. The district and campuses have several activities in place that are designed to encourage attendance, such as attendance incentives and opportunities to make up attendance deficits.

Dropout Rate: The dropout rate at West Sabine High School increased from 0.4% in 06-07 to 1.8% in 07-08. The dropout rates for many student groups also increased slightly. Male and Special Education students had the highest dropout rate of 2.6%. Several programs, including parental involvement activities and counseling programs are in place to ensure the campus dropout rate remain the same.

Student Success Initiative (SSI)

Student Success Initiative (SSI) -- The SSI grade advancement requirements include passing the fifth grade TAKS Reading and Math tests and the eighth grade TAKS Reading and Math tests. West Sabine ISD follows the SSI Activities Timeline for Grade Advancement Requirements (GAR) of the SSI, as published by the TEA.

BEFORE TESTING:

- * Fall 2009: Notify Parent of SSI Policy;
- * October 2009: Inform Parent of Child's Progress in Reading and Math (Grades 5 and 8) — Beginning of Year;
- * October 2009: Document Campus Planning for Accelerated Reading and Math Instruction Funds;
- * October 2009: Provide First-Quarter Principal Monitoring Information;
- * January 2010: Inform Parent of Child's Progress in Reading and Math (Grades 5 and 8) — Middle of Year;

MATHEMATICS FIRST ADMINISTRATION:

- * April 6, 2010: Administer First TAKS Grades 5 and 8 Math Tests;
- * April 27, 2010: Receive Student Results for TAKS Grades 5 and 8 Math Tests - Begin Accelerated Instruction;
- * May 4, 2010: Notify Parent of Results for TAKS Grades 5 and 8 Math Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);

READING FIRST ADMINISTRATION:

- * April 7, 2010: Administer First TAKS Grades 5 and 8 Reading Tests;
- * April 27, 2010: Receive Student Results for TAKS Grades 5 and 8 Reading Tests - Begin Accelerated Instruction;
- * May 4, 2010: Notify Parent of Results for TAKS Grades 5 and 8 Reading Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);

MATHEMATICS SECOND ADMINISTRATION:

- * May 18, 2010: Administer Second TAKS Grades 5 and 8 Math Tests;
- * June 8, 2010: Receive Student Results for TAKS Grades 5 and 8 Math Tests;
- * June 15, 2010: Notify Parents of Results for TAKS Grades 5 and 8 Math Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);
- * June 22, 2010 (Suggested Date): Convene and Document GPC Meetings for Students Who Did Not Meet Standard in Grades 5 and 8 Math (Includes Accelerated Instruction Plan);

* June 25, 2010 (Suggested Date): Notify Parents of GPC Decisions;

READING SECOND ADMINISTRATION:

* May 19, 2010: Administer Second TAKS Grades 5 and 8 Reading Tests;

* June 8, 2010: Receive Student Results for TAKS Grades 5 and 8 Reading Tests;

* June 15, 2010: Notify Parent of Results for TAKS Grades 5 and 8 Reading Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);

* June 22, 2010 (Suggested Date): Convene and Document Grade Placement Committee (GPC) Meetings for Students Who Did Not Meet Standard in Grades 5 and 8 Reading (Includes Accelerated Instruction Plan);

* June 25, 2010 (Suggested Date): Notify Parents of GPC Decisions;

MATHEMATICS THIRD ADMINISTRATION:

* June 29, 2010: Administer Third TAKS Grades 5 and 8 Math Tests;

* July 16, 2010: Receive Student Results for TAKS Grades 5 and 8 Math Tests;

* July 23, 2010: Notify Parent of Results for TAKS Grades 5 and 8 Math Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);

* August 2, 2010 (Suggested Date): Convene and Document GPC Meetings for Students Who Did Not Meet Standard in Grades 5 and 8 Math;

* August 4, 2010 (Suggested Date): Notify Parents of GPC Decisions;

READING THIRD ADMINISTRATION:

* June 30, 2010: Administer Third TAKS Grades 5 and 8 Reading Tests;

* July 16, 2010: Receive Student Results for TAKS Grades 5 and 8 Reading Tests;

* July 23, 2010: Notify Parent of Results for TAKS Grades 5 and 8 Reading Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);

* July 30, 2010 (Suggested Date): Convene and Document GPC Meetings for Students Who Did Not Meet Standard in Grades 5 and 8 Reading;

* August 4, 2010 (Suggested Date): Notify Parents of GPC Decisions;

END OF YEAR:

Late Spring 2010: For Grade 4 Students: Notify Parent of Child's Progress in Reading and Math at End of Grade 4;

Late Spring 2010: For Grade 7 Students: Notify Parent of Child's Progress in Reading and Math at End of Grade 7.

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Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK-12 Continue to increase parental involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Inclusion of parents in the development, review and evaluation of the District Improvement Plan through the DPDMC --The District Planning & Decision-Making Committee (DPDMC), which includes parents, community and business representatives, will review the District Improvement Plan several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the Plan as needed and recommended by the committee. (TI, A SW #6)</p> <p>Activity:</p> <p>Support in planning Parental Involvement strategies --The West Sabine ISD DPDMC Chair will meet periodically with Site Based Decision Making Committees (SBDMCs) to discuss parental involvement issues, programs, strategies and activities. With parental input, a Parental Involvement Calendar will be developed by each campus and by the district. Motivational strategies will be infused within the activities and the activities will be planned to encourage parental participation at districtwide events, such as Open House and Meet the Teachers Night. Parents will continue to be updated on student performance and new initiatives being planned for implementation.</p> <p>Activity:</p> <p>Review of Parental Involvement policy --West Sabine ISD DPDMC and campus SBDMCs will conduct an annual review, adoption and dissemination of the campus Parental Involvement policy and the school/parent/student compacts.</p>	7/2009 - 6/2010	Superintendent - Mike Pate	Coordinated Funds - Local, State, & Federal - Time Contributions of Committee Members	Informal Assessment :Other -08/09: DPDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed.	A DIP that is a living document that provides guidance to the implementation of the educational system and support components of West Sabine ISD.	Informal Assessment :Other -12/09: A current DIP approved by the West Sabine ISD Board of Trustees.
<p>Activity:</p> <p>Support in planning Parental Involvement strategies --The West Sabine ISD DPDMC Chair will meet periodically with Site Based Decision Making Committees (SBDMCs) to discuss parental involvement issues, programs, strategies and activities. With parental input, a Parental Involvement Calendar will be developed by each campus and by the district. Motivational strategies will be infused within the activities and the activities will be planned to encourage parental participation at districtwide events, such as Open House and Meet the Teachers Night. Parents will continue to be updated on student performance and new initiatives being planned for implementation.</p>	7/2009 - 6/2010	Superintendent - Mike Pate	Local Funds - Time Contributions of Committee Members	<p>Informal Assessment :Other --08/09: An approved District/Campus Parental and Community Involvement Calendar will have been distributed to each SBDMC for scheduling of timely announcements to parents and community members.</p> <p>Monthly: A Parental Involvement calendar will be mailed to parents.</p>	West Sabine ISD will increase the methods and frequency of communications with parents concerning their student's academic progress, as evidenced in an increase in course completions, TAKS scores and a decrease in absences and disciplinary referrals.	Informal Assessment :Other --05/10: Parent and Community Involvement records will reflect a 25% increase in participation in structured academic-related activities compared to 2008-2009.
<p>Activity:</p> <p>Review of Parental Involvement policy --West Sabine ISD DPDMC and campus SBDMCs will conduct an annual review, adoption and dissemination of the campus Parental Involvement policy and the school/parent/student compacts.</p>	6/2009 - 6/2010	Superintendent - Mike Pate	Local Funds - Time Contributions of Committee Members	Informal Assessment :Other --08/09: SBDMC minutes will reflect that the Parental Involvement policy has been reviewed and adopted.	Parents as full partners with educators in the education of the West Sabine ISD students.	Informal Assessment :Other --12/09: Parental Involvement policies have been disseminated along with the school/parent/student compacts to all parents.

Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK-12 Continue to increase parental involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent Surveys --A component of the West Sabine ISD Parental Involvement evaluation process is the annual distribution of a survey to parents. Survey results will be analyzed to determine material strengths and weaknesses of the overall Parental and Community Involvement program, as well as individual components of same.</p>	8/2009 - 5/2010	Superintendent - Mike Pate	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Other - --08/09: Survey results will have been analyzed by the DPDMC and SBDMCs, as reflected in appropriate minutes.	Positive Parent/Community Involvement initiatives implemented by West Sabine ISD to gain support of same.	Informal Assessment :Other - --05/10: Survey results will have been used by the DPDMC and SBDMCs to restructure and design initiatives for 2009-2010, as reflected in Committee meeting minutes.
<p>Strategy:</p> <p>Communication & Information Sharing --Coordination between programs and services is achieved in part by consolidating communication and information sharing efforts. Newsletters and mailings bring important and timely information to parents and community members, including:</p> <p>1) Notification of available services through programs like Special Education, 504, Dyslexia, English as a Second Language, Gifted/Talented, and Career and Technology; and</p> <p>2) Notification of important events:</p> <p>* Parent Involvement Day, * Open House's during the Fall & Spring Semesters, * Red Ribbon Week, * Meet the Teachers Night, * West Sabine ISD Board of Trustees Meetings, and * Science and History Fairs.</p>	8/2009 - 5/2010	Superintendent - Mike Pate	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Other-08/09: Parent Involvement records will indicate that 50% of West Sabine ISD's parents will have participated in academic-related activities in which announcements were disseminated through the districtwide communication vehicles.	West Sabine ISD staff coordinates programs and services through efficient communication strategies, bringing to the shareholders timely information so that they may make informed decisions regarding the programs and services available to their students and can participate in West Sabine ISD activities.	Informal Assessment :Other-05/10: 25% annual increase of parental involvement at West Sabine ISD compared to 2008-2009 school year.

District Improvement Plan
West Sabine ISD 2009-2010

Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK-12 Continue to increase parental involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Federal and State Education Programs and Services - -District-wide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal and state educational programs and services in which West Sabine ISD participates and that are available to their students at West Sabine ISD. Parents are notified of the federal and state regulations governing educational programs and support services—soliciting recommendations in program development and funding.</p>	8/2009 - 5/2010	DPDMC & SBDMC -	Local Funds - Time Contributions of Staff & Faculty	<p>Informal Assessment :Other --08/09: DPDMC agendas and minutes will reflect that during each planning period for the development of supplemental state and federal programs for the upcoming year, meetings are held by the DPDMC and the SBDMC to involve parents in the planning and development of these programs.</p> <p>Informal Assessment :Other --(cont.) Prior to the beginning of each school year, 100% of the West Sabine ISD parents will have received information regarding supplemental federal and state educational support programs in which the district participates and for which their students are eligible to participate.</p>	Parents as full partners with educators in the education of West Sabine ISD students.	Informal Assessment :Other --05/10: DPDMC and SBDMC agendas and minutes will reflect that West Sabine ISD parents have participated in the planning and development of the educational system of West Sabine ISD, and that they were able to make educated decisions regarding their students' participation in educational and educational support programs of West Sabine ISD.
<p>Activity: School Visits --Parents and guardians are encouraged to visit West Sabine ISD campuses, especially during Open Houses held in the fall and spring semesters.</p>	8/2009 - 5/2010	Superintendent - Mike Pate	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	<p>Informal Assessment :Other --08/09: 50% of parents will have visited West Sabine ISD campuses to participate in educational and educational support programs and activities.</p>	Parents as full partners in the education of West Sabine ISD students.	Informal Assessment :Other --05/10: 75% of parents will have visited West Sabine ISD campuses to participate in educational and educational support programs and activities.

Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK-12 Continue to increase parental involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent-Teacher conferences --A parent-teacher conference will be held by a teacher of any student not mastering the State academic standards. If a student is to be retained, is failing to accrue appropriate high school credits, is to attend summer school or is to be assigned to the Disciplinary Alternative Education Program (DAEP), the teacher will schedule a conference to discuss the issue or placement decision.</p> <p>At least two parent-teacher conferences will be scheduled throughout the year at the parent's convenience. Home visits will also be scheduled as needed to confer with parents.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Other --08/09: Teacher contact log will show at least 50% of students' parents have been contacted.	Increased student performance and attendance as a result of increased parent participation.	<p>Informal Assessment :Other --05/10: Campus records will indicate that 100% of all teachers will have conducted the required conferences with each of their student's parents or guardians.</p> <p>100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.</p>

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 7th-12th Increase the number of students taking ACT/SAT to 75% in 2010.
 7th-12th Increase percent scoring above the state ACT/SAT criterion to above state average in 2010.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Assessment Program --The DPDMC will annually review assessment requirements of the federal & state programs in which West Sabine ISD participates, to ensure that district-level & campus-level assessment programs are in compliance with appropriate mandates.</p> <p>Through the activities of the DPDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of West Sabine ISD.</p> <p>Assessment instruments & procedures are in place to ensure students' strengths and difficulties are identified on a timely basis and to provide sufficient information on which to base effective intervention & assistance. (TI, A SW #1, #2(c) (2), #9)</p> <p>At the campus level, students are to be referred for assessment if they demonstrate chronic difficulties unresponsive to intervention strategies. The assessment process provides a collaborative effort by colleagues for teachers who request assistance w/students who have academic or behavioral issues. Additional student assessments may be required to refine student placement. The implementation of prescribed intervention strategies & student progress will be closely monitored for each student.</p>	<p>8/2009 - 5/2010</p>	<p>DPDMC & SBDMC - Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow</p>	<p>Local Funds - Time Contributions of Committee Members</p> <p>Local Funds - Time Contributions of Counselors 35,620.78</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</p> <p>Local Funds - Testing Resources 2,500.00</p> <p>Local Funds - Contracted Test Scoring 1,700.00</p>	<p>Informal Assessment :Classroom Assessments- -12/09: Increase in the number of students passing informal & formal assessment instruments, electronic assessments and TEKS-based tests as the assessment & intervention process is refined.</p>	<p>All students & all student groups in West Sabine ISD are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Classroom Assessments- -05/10: Increase in the number of students receiving passing scores on informal & formal assessments, including TPRI, STAR Reading & Math, TAKS, TAKS-M, and TAKS-Alt.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Early Childhood Education - Prekindergarten and Kindergarten students will be administered an informal Teacher-Made Developmental Skills Checklist at the beginning of each school year to determine students' developmental levels and deficiencies and to identify students meeting the State-adopted "at-risk" criteria. (TI, A SW #8)</p> <p>Prekindergarten students will be assessed periodically during the year with developmentally appropriate instruments to determine rates of progress and to identify specific areas of need. A post-inventory will be administered in May to determine individual student progress and to provide academic data for students' cumulative folders. West Sabine ISD conducts a full-day Prekindergarten program with emphasis on language acquisition skills for special population groups.</p> <p>Kindergarten students will be administered the Texas Primary Reading Inventory (TPRI) in August/September, January and May to determine specific strengths and weaknesses in the development of reading skills. Assessment results will be used to prescribe prevention and early intervention strategies for students demonstrating need, and will ensure that all children receive assistance in learning to read at the earliest possible time. (TI, A SW #1, #2(c)(2), #9)</p>	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of PK Teachers & Aides FTE: 3.00 83,014.23</p> <p>Local Funds - Testing Resources 1,000.00</p> <p>Local Funds - Contracted Test Scoring 500.00</p>	<p>Informal Assessment :Classroom Assessments - -12/09: Campus-level measures will be established no less than once every six week period, with teachers' comparing student performance to each six week's target.</p>	<p>As deficiencies are more accurately identified & addressed, students will demonstrate accelerated acquisition of early education developmental skills.</p>	<p>Informal Assessment :Classroom Assessments - -05/10: PreK: 80% of all students and all student groups will master 70% of the State's PK goals.</p> <p>Kindergarten: 80% of students will show accelerated improvement on end of year tests.</p>

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 7th-12th Increase percent scoring above the state ACT/SAT criterion to above state average in 2010.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Grades 1 & 2 --Students in first and second grades will be administered STAR diagnostic tests in Reading and Math at the beginning of the school year to determine specific skill deficiencies and to identify students meeting the State-adopted "at-risk" criteria. Students meeting the "at-risk" criteria are those scoring below grade level.</p> <p>First and second grade students will also be administered the TPRI in August/September, January and May to determine specific strengths and weaknesses of each child in the development of reading skills. Assessment results will be used to prescribe prevention and early intervention strategies for students demonstrating need, and will ensure that all children receive assistance in learning to read at the earliest possible time.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards	Local Funds - Testing Resources 1,000.00	Informal Assessment :Classroom Assessments - -12/09: 65% of all students and all student groups will score "Developed" in each of the four screening areas of the TPRI.	Successful life-long readers as students' strengths & needs are identified quickly & in depth & appropriate prevention & intervention strategies prescribed.	Informal Assessment :Classroom Assessments - -05/10: 80% students will show accelerated improvement on end of year tests.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Grades 3 - 11 --Students in third grade will be considered meeting the State adopted "at-risk" criteria if they score below grade level on the STAR Reading and/or Math Diagnostic Assessment Tests.</p> <p>Campuses will administer released TAKS tests in the fall and in January to identify deficiencies for early intervention efforts.</p> <p>In accordance with the State Testing Program, students will be administered the Texas Assessment of Knowledge and Skills (TAKS) in line with the State issued Student Assessment Calendar.</p> <p>Admission, Review and Dismissal (ARD) Committees will determine appropriate assessment instruments for students with disabilities.</p>	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards High School Principal - Mike Ogden</p>	<p>Local Funds - Testing Resources 2,500.00</p>	<p>Informal Assessment :Classroom Assessments - -12/09: Grades 3-11: 65% of all students & all student groups will achieve a passing score on TEKS-based tests in grade appropriate subject areas.</p>	<p>Students' deficiencies identified & addressed more quickly as teachers utilize assessment data more readily.</p>	<p>Criterion-Referenced Test :TAKS Tests - --05/10: Grades 3-11: 90% of all students and all student groups will achieve passing scores on all grade appropriate subject area TAKS test.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Assessment - Special Education - Full & Individual Initial Evaluation of West Sabine ISD students with disabilities will remain in compliance with federal regulations, as reflected in the "Commissioner's Rules Concerning Special Education Services" Section 89.1011: Referral for Full & Individual Initial Evaluation.</p> <p>1) A student will not be referred for a full & individual initial evaluation for possible Special Education services until there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies & activities.</p> <p>2) The referral for a full & individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. The referral for a full & individual initial evaluation will be completed in accordance w/Texas Education Code (TEC) Section 29.004, related to the 60 calendar day time line.</p> <p>3) To be eligible for Special Education services, a student must be a "child w/a disability," as defined in 34 Code of Federal Regulations (CFR), Section 300.7(a), subject to provisions of 34 CFR Section 300.7(c), the TEC Section 29.003, & Section 89.1040 of the Commissioner's Rules. The determination of whether a student is eligible for Special Education & related services will be made by the student's admission, review &</p>	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards High School Principal - Mike Ogden Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow</p>	<p>Local Funds - Time Contributions of Counselors 35,620.78</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</p> <p>Local Funds - Testing Resources 2,500.00</p> <p>State - State Special Education Block Grant - Contracted Special Education Testing 200.00</p> <p>Federal - Title XIV-SFSF - Special Education COOP Fees 68,974.00</p>	<p>Informal Assessment :Other --12/09: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.</p>	<p>Full & Individual Initial Evaluations & Reevaluations completed in a legal & timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; & special programs & modifications are reflective of the needs of individual students as described in the students' IEPs.</p>	<p>Informal Assessment :Classroom Assessments - -05/10: 80% of the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs.</p> <p>100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.</p>

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 7th-12th Increase percent scoring above the state ACT/SAT criterion to above state average in 2010.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>dismissal (ARD) committee.</p> <p>4) Any evaluation & reevaluation of a student shall be conducted in accordance w/34 CFR Sections 300.530-300.536. The multidisciplinary team that collects or reviews evaluation data in connection w/the determination of a student's eligibility will include at least a licensed specialist in School Psychology, an Educational Diagnostician or a licensed or certified professional for a specific eligibility category defined in Section 89.1040(c) of the Commissioner's Rules.</p> <p>5) Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status, i.e., the Universal Nonverbal Intelligence Test (UNIT) & Woodcock-Johnson. For Speech, tests of early language development & oral language development will be administered.</p> <p>6) Through the Special Education personnel and appropriate campus-level staff, student needs will be consistently evaluated, using this data to refer students to appropriate services.</p> <p>7) Students receiving Special Education services in grades PK-12 will participate in the Texas Assessment program. The individual student's ARD committee will determine which of the following assessments will be appropriate:</p> <p>a) Texas Assessment of Knowledge and Skills (TAKS), measuring the State's curriculum-the TEKS, or the TAKS (Accommodated), which contains</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>format accommodations (i.e., larger font, fewer items per page, etc),</p> <p>b) the TAKS-Modified (TAKS-M) -- will evaluate progress of our students with disabilities in grades 3-11 receiving instruction in the TEKS, but for whom TAKS is not appropriate, or</p> <p>c) the TAKS-Alternate (TAKS-Alt) -- an alternate measurement for students with significant cognitive disabilities who meet participation requirements.</p> <p>8) The diagnostic staff will ensure that all assessments are linked to instruction within the appropriate timeline.</p> <p>9) The diagnostic staff will evaluate each student with a disability at least once every three years within the specified timeline for reevaluation, with more frequent assessments as needed.</p> <p>The IEP developed by the ARD committee for each student w/a disability shall comply w/the requirements of 34 Code of Federal Regulations (CFR), Sections 300.346 & 300.347, & Part 300, Appendix A and the Commissioner's Rules concerning Special Education Services-- Chapter 89. Adaptations for Special Populations.</p> <p>The IEP will include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance w/TEC Section 39.033 (a)-(c), or district-wide assessments of student achievement that are needed in</p>						

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 7th-12th Increase percent scoring above the state ACT/SAT criterion to above state average in 2010.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>order for the student to participate in the assessment. If the ARD Committee determines that the student will participate in TAKS-Alt, the IEP will include a statement of why that assessment is appropriate for the child.</p> <p>Activity: Assessment - 504 Students - -Students are referred for assessment if demonstrating chronic difficulties unresponsive to intervention strategies. Assessments are administered to determine need for ARD or 504 determinations.</p> <p>For students not ARDed into Special Education, teachers are given prescribed modifications in an IEP for 504 students. The "504" students' progress is monitored by the Counselor to ensure that their individual needs have been diagnosed accurately & services are appropriate.</p>	<p>8/2009 - 5/2010</p>	<p>504 Director - Janet Ashmore Elementary Principal - Pamela Edwards High School Principal - Mike Ogden</p>	<p>Local Funds - Time Contributions of Counseling Staff 35,620.78</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</p> <p>Local Funds - Testing Resources 2,500.00</p> <p>Local Funds - Contracted Test Scoring 1,000.00</p>	<p>Informal Assessment :Other - --12/09: 100% of the students identified as 504 have had their individual needs diagnosed appropriately & are receiving timely & appropriate assistance, per counselor records.</p>	<p>504 students receiving an equitable education compared to their non-504 peers.</p>	<p>Informal Assessment :Classroom Assessments - - -05/10: Prekindergarten: 80% of all students will master 70% of the State's Prekindergarten goals.</p> <p>Grades K-2: 80% of students will show accelerated improvement on end of year tests.</p> <p>Grades 3-11: 90% will achieve a passing score on appropriate grade and subject TAKS tests.</p>

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 7th-12th Increase percent scoring above the state ACT/SAT criterion to above state average in 2010.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Assessment - Dyslexia &/or Related Disorders --West Sabine ISD assesses students for Dyslexia and related disorders beginning in Kindergarten. Students are tested within mandated timelines once recommended for assessment.	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow	Local Funds - Time Contributions of Dyslexia Teacher Local Funds - Testing Resources 2,500.00 Local Funds - Contracted Test Scoring 1,000.00	Informal Assessment :Other - --12/09: West Sabine ISD Dyslexia Director will collect assessment annotations for each student identified through the assessment process as having Dyslexia or related disorder. Assessment data administered through the district adopted Dyslexia Program finds 80% of the participants making appropriate progress through the program, as reflected in Dyslexia teacher's grade reports.	Dyslexia services to students are not delayed; the students' needs are accurately diagnosed & special programs & modifications are reflective of the needs of each student.	Criterion-Referenced Test :TAKS Tests - --05/10: 80% of the students will have made appropriate progress through the Dyslexia program, as reflected in the Dyslexia Director's records. Grades 3-11: 90% of all students and all student groups will achieve a passing score on the TAKS Reading or English Language Arts test.

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 7th-12th Increase percent scoring above the state ACT/SAT criterion to above state average in 2010.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment - Limited English Proficient Students --All students have a Home Language Survey in their permanent record folders signed by their parents. An oral language proficiency test approved by the Texas Education Agency (TEA) shall be administered in Prekindergarten through Grade 1. All limited English proficient students in grades PK - 6 will be administered the Language Assessment Scales--PreLAS 2000 for PK-K and LAS Level 1 for 1st - 6th.</p> <p>The TELPAS, or Texas English Language Proficiency Assessment, will be administered to students. Kindergarten and first grade LEP students take a holistically-rated listening, speaking, reading and writing assessment based on classroom observation.</p> <p>LEP students in grades 2-12 will be administered a multi-choice reading test, holistically-rated writing collection and holistically-rated speaking and listening assessment based on classroom observations. The TELPAS also monitors the extent to which ELLs are acquiring the social skills and academic English language proficiency necessary to support their academic success.</p> <p>Progress Goal--All ELLs will make at least one proficiency level of progress a year:</p> <p>B = Beginning I = Intermediate A = Advanced H = Advanced High</p> <p>The Language Proficiency</p>	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards High School Principal - Mike Ogden Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow</p>	<p>Local Funds - Time Contributions of Counselors 35,620.78</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</p> <p>Local Funds - Testing Resources 2,500.00</p> <p>Local Funds - Contracted Test Scoring 1,000.00</p> <p>State - Bilingual Education Block Grant 1,298.00</p>	<p>Informal Assessment :Other --12/09: 65% of the students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.</p>	<p>Significant increase in LEP students' oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.</p>	<p>Informal Assessment :Other --05/10: 80% of the students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.</p> <p>Grades 3 - 11: 90% of LEP students taking the TAKS tests in English and/or Spanish achieve a passing score on the TAKS Reading/English Language Arts test.</p> <p>Grades 3 - 12: 80% of all LEP students enrolled in West Sabine for at least one year taking the TELPAS will score "Advanced".</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Assessment Committee (LPAC) prescribes the academic achievement test that will be administered to each LEP student, based on the students' TELPAS Proficiency Level(s):</p> <ul style="list-style-type: none"> * TAKS (Texas Assessment of Knowledge and Skills) or TAKS (Accommodated) * LAT (Linguistically Accommodated Testing) Given in April Only * TAKS-M (TAKS-Modified) or TAKS-Alt (TAKS-Alternate). <p>A student may exit the ESL program if s/he is able to participate equally in a regular all-English instructional program as determined by:</p> <ul style="list-style-type: none"> * meeting state performance standards for the English language criterion-referenced assessment instrument for reading & writing (when available) required in the Texas Education Code (TEC), §39.023, at grade level; * tests administered at the end of each school year to determine the extent to which the student has developed oral & written language proficiency & specific language skills in English; * an achievement score at or above 40th percentile in the reading & language arts sections of an English standardized test approved by TEA; * other indications of a student's overall progress, including criterion-referenced test scores, subjective teacher evaluation & parental evaluation; & 						

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<p>* written or oral recommendation of the parent concerning the program placement.</p> <p>A parent &/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>The LPAC will monitor the academic progress of each student who has exited from the ESL program within the past two years. The following criteria will be used at the end of the school year to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable; and * the student has passing grades in all core academic subjects & courses taken. <p>If at any time during these two years after exit the student demonstrates inadequate English proficiency, the student will be readmitted to the ESL program as prescribed by the LPAC.</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment - Students Meeting State-Adopted "At Risk" Criteria - West Sabine ISD (Grades PK - 12) follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081 – revised .2002]</p> <p>Each student in grades PK - 12 who is under 21 years of age & who:</p> <ul style="list-style-type: none"> * is in prekindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on the following readiness test or assessment instrument administered during the current school year; * has not passed one or more of the TAKS tests; * was not advanced from one grade level to the next for one or more school years; * is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; * is pregnant or is a parent; * has been placed in an alternative education program in accordance with TEC Section 37.007 (conduct) in the preceding or current school year; * has been expelled in 	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards High School Principal - Mike Ogden Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow</p>	<p>Local Funds - Time Contributions of Counselors 35,620.78</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</p> <p>Local Funds - Testing Resources 2,500.00</p> <p>Local Funds - Contracted Test Scoring 1,000.00</p>	<p>Informal Assessment :Classroom Assessments - - -12/09: 65% of the students meeting the State-adopted "at risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p> <p>Tests include:</p> <p>PK – Teacher-Made Developmental Skills Checklist;</p> <p>Grades K – 2 – Four TPRI screening sections;</p> <p>Grades 2 – 12 – STAR Diagnostic Reading and Math tests;</p> <p>Grades K – 12 – TEKS-based core subject area tests.</p> <p>Informal Assessment :Classroom Assessments - -- (cont.) ARD committees will determine the appropriate assessment instrument for each student w/disabilities.</p>	<p>Increased academic performance by all students & all student groups.</p>	<p>Informal Assessment :Other - --05/10: Prekindergarten: 80% of students will master 70% of the State's Prekindergarten goals.</p> <p>Grades K - 2: 80% of students will show accelerated improvement on end of year tests.</p> <p>Grades 3 - 11: 90% will achieve a passing score on appropriate grade and subject TAKS tests.</p>

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<p>accordance with TEC Section 37.007 (conduct) during the preceding or current school year;</p> <p>* is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>* was previously reported through PEIMS to have dropped out of school;</p> <p>* is a student of limited English proficiency, as defined by TEC Section 29.052;</p> <p>* is in the custody or care of the Department of Protective & Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>* is homeless, as defined by 42 U.S.C. Section 11302, & its subsequent amendments; or</p> <p>* resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster family group home.</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment - Gifted & Talented -Beginning in Kindergarten, students go through a nomination and assessment process for Gifted and Talented (G/T) identification that includes at least three criteria gathered by the Identification Committee. This Committee is made up of at least three local district or campus educators who have received training in the nature and needs of gifted students.</p> <p>Assessment instruments include:</p> <ul style="list-style-type: none"> * G/T Teacher Rating Inventory, * Parent Questionnaire, * Nonverbal IQ assessment, and * Student Interview Questions. 	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	<p>Local Funds - Testing Resources 2,500.00</p> <p>Local Funds - Contracted Test Scoring 1,000.00</p> <p>State - State Gifted & Talented Block Grant - Supplies & Materials Resources 1,000.00</p>	<p>Informal Assessment :Other - --12/09: G/T Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, & those identified as G/T are being served within their regular education classes or through a pullout program.</p>	<p>G/T students identified in a timely basis & provided the appropriate educational program & enrichment activities to ensure maximum performance.</p>	<p>Informal Assessment :Classroom Assessments - -05/10: 95% of the G/T students will achieve scores within the 95% - 100% range on appropriate assessment instruments.</p>
<p>Strategy:</p> <p>LEA support in the development of campus performance objectives & their alignment with the District Improvement Plan --The Superintendent & Chair of the DPDMC, will assist the campus SBDMCs with guidance in setting each campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process. Each campus of West Sabine ISD will adopt performance objectives reflective of their students' unique needs.</p>	6/2009 - 6/2010	Superintendent - Mike Pate	<p>Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Committee Members</p> <p>Local Funds - Time Contributions of Superintendent 143,300.00</p>	<p>Informal Assessment :Other-12/09: Current assessment data indicates that at least 65% of the West Sabine ISD students will be working in line w/their potential & moving closer to achieving the required performance.</p>	<p>The campus performance objectives will support the needs of the district and the immediate needs of the campus.</p>	<p>Informal Assessment :Other-05/10: See individual assessment programs.</p>

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<p>Strategy:</p> <p>District Planning & Decision-Making Committee --Board policies & procedures will be reviewed bi-annually to ensure a positive impact on student performance and revisions will be recommended if necessary. The LEA will provide support in the development of campus policies & procedures.</p> <p>As directed by Board policy, the SBDMCs will be involved in planning, budgeting, curriculum, staffing patterns, staff development & school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent & the chair of the West Sabine ISD DPDMC, the SBDMCs will play an integral role in the planning, development & evaluation of the educational system of West Sabine ISD.</p> <p>With prerequisite needs assessment data & reports available, the DPDMC & SBDMCs, in consultation w/districtwide Special Programs Directors & Coordinators, will refine the Educational System of West Sabine ISD, ensuring that all students & all student groups' needs are addressed – both academic & academic support.</p> <p>Academic programs will be grounded in scientifically based research reform strategies. Effective instructional strategies will be implemented that increase the amount & quality of learning time, i.e.: Extended Day, Before & After School Tutorials & Summer School. Enriched & Accelerated Curriculum will be used.</p> <p>The DPDMC & SBDMCs will coordinate services available at the</p>	<p>8/2009 - 5/2010</p>	<p>Superintendent - Mike Pate</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Informal Assessment :Other-12/09: The Board of Trustees & Superintendent, or designee, will review the minutes of prior SBDMC meetings, analyzing the efficiency & productivity of the Committees, recommending revisions to Board policies & procedures to ensure a positive impact on student learning & a reduction in dropout rates.</p> <p>Fall & Winter 2009-2010 assessment data will indicate that the 2009-2010 Educational System designed for West Sabine ISD meets the needs of all students & all student groups.</p>	<p>All students & all student groups of West Sabine ISD are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Other-05/10: Meets Adequate Yearly Progress (AYP) in the three mandated areas of: 1) Reading/Language Arts 2) Mathematics 3) Graduation Rates for District.</p>

District Improvement Plan
West Sabine ISD 2009-2010

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>district w/other agencies providing services to students, youths & families, including health & social services.</p> <p>Activity: Curriculum Alignment, Choices, Development, Training --Through participation in the Region VII ESC contract for professional development, the faculty of West Sabine ISD is trained in the following:</p> <p>* Instructional activities tied to the TEKS & TAKS;</p> <p>* Math & Science Academies & Developmentally Appropriate Curriculum;</p> <p>* Differentiating Instruction, incorporating Science & Social Studies curriculum & TEKS into Reading/Language Arts & Math;</p> <p>* Differentiating instruction for G/T students; and</p> <p>* Modification implementation for students with disabilities & 504 students. (TI, A SW #1, #3, #4)</p>	<p>8/2009 - 6/2009</p>	<p>Superintendent - Mike Pate</p>	<p>State - State Compensatory Education (SCE) - Contracted Services with Region VII for Bundles Services 25,000.00</p> <p>Federal - Title I, Part A - Region VII ESC Contracted Professional Development Services 7,301.09</p> <p>Federal - Title II, Part A - TPTR - Contracted Services with Region VII for Instructional Technology 3,379.00</p> <p>Federal - Title II, Part D - Technology - Contracted Services with Region VII for Instructional Technology 1,468.00</p> <p>Local Funds - Region VII Professional & Contracted Resources 18,706.00</p> <p>Federal - Title I, Part A - Contracted C-Scope Professional Development 3,000.00</p>	<p>Informal Assessment :Classroom Assessments - - -12/09: An increase in student scores on classroom assignments, unit & 6 weeks tests, midyear TPRI, STAR & TEKS-based tests.</p>	<p>Students' scores on assessment instruments will increase as appropriate curriculum choices are made & a refinement of same is completed & as professionals & paraprofessionals are provided appropriate professional development training.</p>	<p>Informal Assessment :Classroom Assessments - - -05/10: All students and all student groups will have increased performance on all tests, including STAR Reading & Math, TPRI, TAKS, Alternative Assessments & any other major program-specific tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Planning with principals and other appropriate staff on how supplemental federal & state program funds are allocated within the LEA --The West Sabine ISD Superintendent & DPDMC will conduct an annual meeting to solicit input regarding allocation of supplemental federal and state program funds to each campus - i.e.: Title I, Part A; Title I, Part A ARRA; Title II, Part A - Teacher & Principal Training & Recruitment (TPTR); Title II, Part D - Technology; Title II, Part D ARRA; Title IV - Safe & Drug-Free Schools & Communities; Title XIV - SFSF; and State Compensatory Education (SCE).</p>	<p>5/2009 - 8/2010</p>	<p>Superintendent - Mike Pate Elementary Principal - Pamela Edwards High School Principal - Mike Ogden</p>	<p>Coordinated Funds - Local & State - Time Contributions of Committee Members</p>	<p>Informal Assessment :Other - --08/09: Supplemental federal & state programs in place for the beginning of the school year.</p>	<p>Campus allocations of supplemental federal & state funds based on results of the comprehensive needs assessment process & regulations governing the funding sources.</p> <p>Participation in the supplemental programs will enhance student achievement & assist in maintaining the district's low dropout rate.</p>	<p>Informal Assessment :Other - --05/10: Meets AYP.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Coordination with principals & other appropriate staff on the development of the Application for Federal Funding - -DPDMC/SBDMCs review needs assessment data & a variety of federal & state funding sources to meet needs of the district & individual campuses. A priority is the integration of NCLB programs with state & local educational activities. West Sabine ISD representatives on the DPDMC will participate, recommending strategies & activities to meet the needs of the students.</p>	5/2009 - 10/2009	Superintendent - Mike Pate	Coordinated Funds - Local & State - Time Contributions of Committee Members	Informal Assessment :Other --07/09: West Sabine ISD NCLB Consolidated Application, Consolidated ARRA Application and Title XIV Application submitted to TEA. Applications will be amended if changes are warranted.	Coordination of supplemental state, federal & discretionary grants to fund initiatives recommended by the DPDMC.	Informal Assessment :Other --10/09: Notice of Grant Award (NOGA) to Applications are issued and available through TEA's automated eGrants system.
<p>Activity: Planning with principals and other appropriate staff on services provided through the LEA & through the ESC --Central Administrators will review, with principals; services provided by funds centralized at the LEA. Determinations for the future will be planned. Additionally, contracts with the ESC will be reviewed to ensure services meet identified needs, services are coordinated with other such programs as represented in the contracts and evaluation data of services rendered warrant continued service.</p>	5/2009 - 8/2009	Superintendent - Mike Pate	Local Funds - Time Contributions of Administration 263,341.00	Informal Assessment :Other --08/09: Supplemental local programs in place for the beginning of the school year.	Services funded through the LEA, centralized in the Central Office, will meet identified needs of each campus. Contracts w/ESCs will meet identified needs & will have been proven to be successful in West Sabine ISD.	Informal Assessment :Other --05/10: Meets AYP.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: TAKS: Professional Development - TEKS & TAKS workshops are available through in-house training specialists, the Region VII ESC & myriad state & national conferences. Training focuses include:</p> <ol style="list-style-type: none"> 1) Disaggregating TAKS Data; 2) ESC Region VII Math and Science Academies; 3) Strategies & modification for Special Population students with Focus on Low Income Students; 4) Relationship between TEKS & TAKS; 5) Multisensory Approach to Instruction; 6) Learning Styles; 7) Writing Strategies & Activities; 8) Scientifically Research-Based strategies & activities; 9) Interpretation & Use of Assessment Data; 10) Life Skills Training for Special Education teachers; 11) Experiential Approaches. 	<p>7/2009 - 6/2010</p>	<p>Elementary Principal - Pamela Edwards High School Principal - Mike Ogden</p>	<p>Federal - Title I, Part A - Region VII Contracted Professional Development 7,301.09</p> <p>Federal - Title I, Part A - Travel, Registration & Fees 10,000.00</p> <p>Local Funds - Workshop Fees 2,000.00</p> <p>Federal - Title II, Part A - TPTR - Region VII Contracted Services for Instructional Technology 3,379.00</p> <p>Federal - Title II, Part D - Technology - Region VII Contracted Services for Instructional Technology 1,468.00</p> <p>Federal - Title I, Part A - Contracted Professional Development 10,000.00</p>	<p>Informal Assessment :Other-12/09: 65% of all students & all student groups will have achieved a passing score on each TEKS-based test.</p> <p>Professional & paraprofessional staff: Classroom observations indicate that at least 80% of the staff is effectively using the acquired skills.</p>	<p>Exemplary Status.</p>	<p>Informal Assessment :Other-05/10: Prekindergarten: 80% of students will master 70% of the State's Prekindergarten goals.</p> <p>Grades K - 2: 80% will score at least "Developed" on the four screening sections of the TPRI.</p> <p>Grades 3 - 11: 90% of all students & all student groups will achieve a passing score on the appropriate TAKS tests.</p> <p>Professional & paraprofessional staff: Classroom observations indicate that at least 80% of the staff is effectively using the acquired skills.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: TEKS Curriculum --The DPDMC & SBDMCs will review supplemental TEKS resources, make recommendations for adoptions, and purchase same if needed during the 2009 - 2010 school year.</p>	5/2009 - 5/2010	DPDMC & SBDMC -	Coordinated Funds - Local & State - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments- -01/10: 65% of all students & all student groups will have achieved a passing score on each TEKS-based test.	Exemplary Status.	<p>Informal Assessment :Other- -05/10: Prekindergarten: 80% of students will master 70% of the State's Prekindergarten goals.</p> <p>Grades K - 2: 80% of students will show accelerated improvement on end of year tests.</p> <p>Grades 3 - 11: 90% of all students & all student groups will achieve a passing score on the appropriate TAKS tests.</p> <p>ARD Committees will determine appropriate test for students with disabilities.</p>
<p>Activity: Subject Integration --West Sabine ISD integrates Science & Social Studies TEKS into Reading, English Language Arts & Math to ensure that all students are prepared for the appropriate TAKS test, as reading in the content areas & mathematical applications are two strategies proven to be effective in the acquisition & comprehension of all core subject areas.</p> <p>All core subject areas are integrated in the Career & Technology courses.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	<p>Informal Assessment :Other - --01/10: Teacher Lesson Plans reflect the integration of Science & Social Studies TEKS into Reading & Math lessons & activities. Assessment data indicates that 65% of all students & all student groups will have a 70% rating in the acquisition of the Science & Social Studies TEKS, as documented by scores on Science & Social Studies TEKS-based tests.</p> <p>Teacher Lesson Plans reflect the integration of Core Subject Area TEKS into the Career & Technology courses.</p>	Exemplary Status.	<p>Informal Assessment :Other - --05/10: 90% of all students & all student groups will have a 70% rating in the acquisition of the Science & Social Studies TEKS, as documented by scores on Science & Social Studies TAKS tests.</p> <p>90% of all students in CTE courses will have a 70% rating in Core Subject Area acquisition as demonstrated on appropriate TAKS tests.</p>

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.						
Objective(s): PK-12 Provide programs which prepare students to make career choices. PK-12 An appropriate curriculum will be provided for students with special needs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Early Intervention Program --A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free & Reduced-priced School Lunch program, Limited English proficient, and/or homeless.</p> <p>Activity:</p> <p>Developmental Learning --The PK teachers use a Developmental Learning curriculum to facilitate acquisition of school readiness skills by educationally disadvantaged students. The curriculum is primarily a developmental approach to literacy, emphasizing the gradual emergence of skills in all areas of language.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards	<p>State - State Compensatory Education (SCE) - Time Contributions of Prekindergarten Staff FTE: 3.00</p> <p style="text-align: right;">83,014.23</p>	<p>Informal Assessment :Classroom Assessments- -12/09: 65% of the students will be performing at a 70% level of mastery of appropriate developmental skills, as indicated by teacher records.</p>	<p>Students with prerequisite early school readiness skills for success in Kindergarten.</p> <p>Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments- -05/10: 80% of all students & all student groups will master 70% of the State's PK goals.</p>
<p>Activity:</p> <p>Developmental Learning --The PK teachers use a Developmental Learning curriculum to facilitate acquisition of school readiness skills by educationally disadvantaged students. The curriculum is primarily a developmental approach to literacy, emphasizing the gradual emergence of skills in all areas of language.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards	<p>State - State Compensatory Education (SCE) - Time Contributions of Prekindergarten Staff FTE: 3.00</p> <p style="text-align: right;">83,014.23</p>	<p>Informal Assessment :Classroom Assessments - -12/09: 65% of the students will be performing at a 70% level of mastery of appropriate developmental skills, as indicated by teacher records.</p>	<p>Students with prerequisite early school readiness skills for success in Kindergarten.</p> <p>Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - -05/10: 80% of students will master 70% of the State's Prekindergarten goals.</p>

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.

Objective(s): PK-12 Provide programs which prepare students to make career choices.
PK-12 An appropriate curriculum will be provided for students with special needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Assisting Prekindergarten students in the transition to Kindergarten --Prekindergarten students and their families participate in the Kindergarten Roundup activities at West Sabine Elementary.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching & parent meetings. Prekindergarten teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same. (TI, A SW #7)</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards	<p>State - State Compensatory Education (SCE) - Time Contributions of Prekindergarten Staff FTE: 3.00</p> <p style="text-align: right;">83,014.23</p>	<p>Informal Assessment :Classroom Assessments - - -6 weeks progress reports will indicate increased skill levels & appropriate behavior & hygiene.</p>	<p>Students & parents familiarized with the West Sabine Elementary Kindergarten program.</p> <p>Students' w/the behavioral skills & hygiene practices prerequisite for success in Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - - -05/10: 80% of students will master 70% of the State's Prekindergarten goals.</p>

District Improvement Plan
West Sabine ISD 2009-2010

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.

Objective(s): PK-12 Provide programs which prepare students to make career choices.
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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Extracurriculars & University Interscholastic League (UIL) --West Sabine ISD encourages student participation extracurricular activities, such as UIL academic & athletic competitions.</p> <p>Activities & organizations include:</p> <ul style="list-style-type: none"> * Athletics * School Yearbook * Band * Student Council * FFA/FHA * Art Club * UIL Academics * School Newspaper * National Honor Society * Junior Service Club * Peer Assistance Leadership (PALs) 	7/2009 - 6/2010	Superintendent - Mike Pate	<p>Local Funds - Time Contributions of Extracurricular Staff 219,094.00</p> <p>Local Funds - Professional & Contracted Resources 22,000.00</p> <p>Local Funds - UIL Supplies & Materials Resources 58,000.00</p> <p>Local Funds - UIL Awards & Travel Expenses 58,150.00</p>	<p>Informal Assessment :Classroom Assessments- -12/09: All students & student groups are encouraged to participate in UIL competitions.</p> <p>100% of the students wanting to participate in UIL competitions will achieve a score of no less than 70 on core academic classes. (No Pass, No Play)</p>	<p>All students have an opportunity to participate in UIL competitions.</p> <p>Students will become more diversified.</p>	<p>Informal Assessment :Other- -05/10: 100% of the students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>
<p>Strategy: Foundation Program & Support (Grades K - 12) --The West Sabine ISD K – 12 curriculum is based on the Texas Essential Knowledge & Skills (TEKS). Effective instructional strategies, activities & initiatives that increase the amount & quality of learning time, promoting accelerated instruction & providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of West Sabine ISD.</p>	8/2009 - 5/2010	Superintendent - Mike Pate DPDMC & SBDMC -	<p>Coordinated Funds - Local, State, & Federal - See Individual Activities</p> <p>Local Funds - Time Contributions of Foundation Teachers & Aides 1,876,903.00</p> <p>Local Funds - Textbooks & Supplies 25,000.00</p> <p>Local Funds - Technology Supplies 30,000.00</p>	<p>Informal Assessment :Classroom Assessments- -12/09: 65% of all students & all student groups in grades K – 2 will score within district expectations on each of the four screening sections of the TPRI.</p> <p>Grades 3 – 12: 65% of all students & all student groups will pass each appropriate TEKS-based test.</p>	<p>All students & all student groups academically successful as the educational system meets the needs of all.</p>	<p>Informal Assessment :Classroom Assessments- -05/10: 80% of all students & all student groups in grades K – 2 will show accelerated improvement on end of year tests.</p> <p>Grades 3 – 11: 90% of all students & all student groups will pass each grade appropriate TAKS test.</p> <p>Grade 12: 100% of all students & all student groups will have accrued sufficient credits to graduate.</p>

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Objective(s): PK-12 Provide programs which prepare students to make career choices.
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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Career & Technology Education (CTE) --While age-appropriate career guidance activities are implemented at all grade levels, the West Sabine ISD primary focus for Career & Technology is at the High School where structured programs and activities are conducted.</p> <p>All campuses participate in Career Day, where speakers of myriad occupations, including nontraditional occupations, are invited to speak to and with our students.</p> <p>High School CTE courses: Each student has an equal opportunity to participate in the Career and Technology Education courses that are available and support their career aspirations, or as an exploration effort to determine a future career pathway.</p> <p>A. Extent of Integration: CTE teachers integrate English, Math, Science and Social Studies TEKS into the Career & Technology Education courses as there is a natural correlation of subject areas & students that are more vocational & technology oriented often learn core subject area curriculum in an application, real-world experience format.</p> <p>B. Methods of Integration:</p> <p>* Academic competencies in basic & higher-order skills are identified by CTE teachers & incorporated into the curriculum, including instructional activities that lead students from theory to application.</p> <p>* Academic & CTE teachers participate in jointly planned staff</p>	8/2009 - 5/2010	High School Principal - Mike Ogden	<p>State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff 182,223.00</p> <p>State - State Career and Technology Education Block Grant - Supplies & Materials 10,000.00</p> <p>State - State Career and Technology Education Block Grant - Travel Expenses 9,000.00</p>	<p>Informal Assessment :Classroom Assessments - - -12/09: 65% of all students & all student groups participating in High School Career & Technology classes will be at least at 70% content mastery for each course.</p>	<p>All students & all student groups are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p> <p>Students PK – 12 will be exposed to the career opportunities available so that they, along w/their parents may make informed decisions regarding their course of study.</p>	<p>Informal Assessment :Classroom Assessments - - -05/10: High School students will meet minimum expectations in Career & Technology classes as reflected on end of semester report card grades.</p> <p>85% of High School students will have participated in one or more of the various Career/Technology Fairs.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>development activities.</p> <p>* Academic competencies are incorporated into CTE courses either through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>* The academic curriculum has been modified to incorporate CTE applications & examples so the curriculum is more relevant to students.</p> <p>C. Staff Development--CTE teachers receive staff development in the development & implementation of Coherent Sequence of Courses, Integration of Academic & CTE Courses & Curriculum, Instructional Modifications for Special Populations Students, Individual Student Learning Styles, & Technology.</p> <p>D. Nontraditional Activities: The following activities are utilized to encourage students to pursue nontraditional occupations:</p> <ul style="list-style-type: none"> * Provide materials, * Presentations by School Guidance Counselor, and * Presentations by individuals in nontraditional occupations. <p>E. Career Considerations: Students & parents are given the opportunity to explore career opportunities in the following areas:</p> <ul style="list-style-type: none"> * Ready, Set, Teach * Agricultural Science & Technology Education <ul style="list-style-type: none"> --Introduction to Agriculture Mechanics --Introduction to World Agriculture 						

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<p>Science --Agricultural Mechanics I and II --Agricultural Resources --Home Maintenance and Improvement --Wildlife Management --Personal Skills Development --Equine Science --Junior High Agriculture</p> <p>* Family & Consumer Sciences --Personal and Family Development --Nutrition & Food Science --Preparation for Parenting</p> <p>* Technology Education --Communication Applications --Business/Computer Applications --Keyboarding --Web Mastery.</p> <p>Activity: TEKS-based Curriculum --The West Sabine ISD curriculum for grades K-12 is TEKS based and vertically aligned through the TEKS, offering a scope & sequence continuum that lends itself to individualized instruction as students' strengths & deficiencies are identified through informal & formal assessments. Special supplemental programs & services can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties.</p>	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards High School Principal - Mike Ogden</p>	<p>Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty</p>	<p>Informal Assessment :Classroom Assessments - -12/09: Increase in the number of students passing informal & formal assessment instruments, electronic assessments & TEKS-based tests as the assessment & intervention process is refined.</p>	<p>All students & all student groups in West Sabine ISD are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Classroom Assessments - -05/10: PreKindergarten: 80% of students will master 70% of the State's Prekindergarten goals.</p> <p>Grades K - 2: 80% of students will show accelerated improvement on end of year tests.</p> <p>Grades 3 - 11: 90% will achieve a passing score on appropriate grade and subject TAKS tests.</p> <p>Grades 10 - 12: 80% of all students will take the ACT and meet the State passing rate.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Programs & Services for Students w/Disabilities (Modifications/Instructional Arrangements) --In compliance w/Special Education regulations, West Sabine ISD serves students w/disabilities in many instructional arrangements, ensuring that students are served in the "Least Restrictive Environment" (LRE).</p> <p>1) Supplementary aids & services specified in the student's Individual Education Program (IEP), are based on student need, are consistently implemented & result in placement in less restrictive settings, as dictated by IEPs.</p> <p>2) West Sabine ISD provides a continuum of placement options at all levels. Placement decisions are driven by student need & LRE considerations.</p> <p>3) The ARD Committee annually considers the general education setting and/or curriculum first when placement decisions are made.</p> <p>4) The IEP is used as a road-map for faculty & staff that serve students w/disabilities, providing specific guidance to the nature of the instructional & instructional support programs, services & modifications that each student requires. Every 6 weeks an IEP Report Card is completed for all related services to ensure students' prescribed needs are being met.</p> <p>5) Reevaluation will occur no less than every three years. School personnel, parents & professionals will evaluate the student's progress. The ARD Committee will meet to review existing data & determine the scope of the reevaluation.</p>	7/2009 - 6/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	<p>State - State Special Education Block Grant - Time Contributions of Special Education Staff 247,957.00</p> <p>State - State Special Education Block Grant - Supplies & Materials 2,000.00</p> <p>State - State Special Education Block Grant - Travel & Subsistence 1,000.00</p> <p>Federal - Title XIV-SFSF - Special Education COOP Fees 68,974.00</p>	Informal Assessment :Classroom Assessments- -12/09: 100% of the student's w/disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students w/disabilities have every opportunity to meet their full educational potential.	<p>Informal Assessment :Classroom Assessments- -05/10: 100% of the student's w/disabilities will be meeting their mastery percentages, as dictated by their IEPs & will pass the State required assessment instrument at the end of the school year.</p> <p>The appropriate assessment instrument will be determined for each student by ARD committees.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>The individual education program (IEP) developed by the admission, review & dismissal (ARD) committee for each student w/a disability shall comply w/the requirements of 34 Code of Federal Regulations (CFR), Sections 300.346 & 300.347, & Part 300, Appendix A.</p> <p>1) The IEP will include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance w/TEC Section 39.033 (a)-(c), or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment. If the ARD Committee determines that the student will participate in TAKS-Alt, the IEP will include a statement of why that assessment is appropriate for the child.</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Least Restrictive Environment (LRE) --West Sabine ISD tries to ensure that our students' w/disabilities are educated w/non-disabled peers in the least restrictive environment. Intervention strategies & activities for students not progressing as they should are prescribed, monitored & refined. Once an ARD is considered to be necessary, myriad issues are addressed:</p> <p>1) Supplementary aids & services are: * specified in each student's IEP, * are based on student need, * are consistently implemented, * & result in placement in less restrictive settings.</p> <p>2) Placement decisions are driven by student need & LRE considerations.</p> <p>3) The ARD committee annually considers the general education setting and/or curriculum first when placement decisions are made.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	State - State & Local Funds - Time Contributions of Faculty & Staff	Informal Assessment :Classroom Assessments - - -12/09: 100% of the students' w/disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - -05/10: 100% of the students w/disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year. The appropriate assessment instrument will be determined for each student by ARD committees.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Related Services --Related Services are provided to all students for the time specified in their IEPs, w/gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services & Counseling Services and are provided by the Sabine County Special Education CO-OP, which includes West Sabine ISD as a member.</p> <p>West Sabine ISD ensures that students' w/disabilities who require related services receive the kind & amount necessary to assist the child to benefit from Special Education services, as well as general education activities & classes.</p> <p>1) The ARD committee assures that the need for related services is considered for each student w/disabilities & there is evidence of the link between the need for the related service & educational benefit to the student.</p> <p>2) Services support IEP goals & are based on assessment & educational needs.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	<p>Local Funds - Time Contributions of Counselors 35,620.78</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</p> <p>Federal - Title XIV-SFSF - Special Education COOP Fees 68,974.00</p>	Informal Assessment :Other --12/09: 100% of the students w/disabilities in West Sabine ISD are receiving related services as dictated in their IEPs.	Students w/disabilities are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.	Informal Assessment :Other --05/10: 100% of the students w/disabilities in West Sabine ISD are receiving related services as dictated in their IEPs.

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Objective(s): PK-12 Provide programs which prepare students to make career choices. PK-12 An appropriate curriculum will be provided for students with special needs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Transition Services --West Sabine ISD provides students with disabilities requisite transition services and plans in keeping with TEC §300.247(b)(1)(i), (b)(2).</p> <p>1) Beginning at age 14, or younger if appropriate, each student's annually updated IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition & that the student will be invited. Students & parents are provided w/transition planning information prior to the ARD committee meeting.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	State - State & Local Funds - Time Contributions of Faculty & Staff	Informal Assessment :Other --12/09: Transition activities are 100% in line with students' IEPs.	Students w/disabilities receive the Transition Services required for success in & out of school, within school & within the world of work.	Informal Assessment :Other --05/10: Transition activities are 100% in line with students' IEPs.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Child Find Effort –Child Find Activities are primarily implemented at the district level, but all staff is involved in the effort. West Sabine ISD puts forth a comprehensive & proactive effort to find anyone needing Special Education services. Activities for Child Find include:</p> <ul style="list-style-type: none"> * Regional television commercial, * Countywide contact with each school district & contact person, and * Development of a comprehensive Child Find Calendar to ensure all contacts are made, i.e.: nursing homes, home schools, private schools; & activities are conducted, i.e.: training surrogate parents, notifying doctors' offices, hanging Child Find Posters. 	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Local Funds - Child Find Resources	Informal Assessment :Other --12/09: 100% of activities posted on the Child find Calendar completed. Any child found to need services is referred as required.	100% of the students eligible for Special Education assistance have been identified & are receiving required services w/in the required time frames.	Informal Assessment :Other --05/10: 100% of activities posted on the Child find Calendar completed. Any child found to need services is referred as required.
<p>Activity: Instructional Arrangements - -There are many instructional arrangements available to students with disabilities, including:</p> <ul style="list-style-type: none"> * Resource Room--The Resource Room provides specially designed instruction to meet the unique needs of a child with a disability by adapting to the needs of the child, the content, methodology or delivery of instruction. * Content Mastery--Content Mastery Lab is a resource that helps students better understand material they may be having problems with in the regular classroom. * Skills for Living--Students are taught the life skills needed in order to be successful in society. 	8/2009 - 5/2010	Special Education Teacher - Betsy Cox Special Education Aide - Brenda McDaniel Special Education Teacher - Dominique Weatherspoon	State - State & Local Funds - Time Contributions of Faculty & Staff	Informal Assessment :Classroom Assessments - -12/09: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - -5/10: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year. The appropriate assessment instrument will be determined for each student by ARD committees.

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<p>Strategy:</p> <p>Program Modifications for 504 Students --Students not being ARDed into Special Education will have an Individual Education Program (IEP) drafted by the ARD Committee & disseminated to Foundation & Special Programs teachers.</p> <p>These staff members will participate in professional development training on modifications for 504 students.</p> <p>The 504 students' progress is monitored by the Counselors to ensure that their individual needs have been diagnosed appropriately & that they are receiving timely & appropriate assistance.</p>	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards High School Principal - Mike Ogden</p>	<p>Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty</p>	<p>Informal Assessment :Classroom Assessments--6 Weeks Report Card Grades: Passing grades in core subject areas.</p>	<p>504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.</p>	<p>Informal Assessment :Classroom Assessments- -05/10: Prekindergarten: 80% of all students & all student groups will meet 70% of the state's Prekindergarten goals.</p> <p>Grades K - 2: 80% of all students & all student groups will show accelerated improvement on end of year tests.</p> <p>Grades 3 – 11: 90% of all students & all student groups will achieve a passing score on appropriate TAKS tests.</p> <p>Grade 12: 100% of all students & all student groups will have accrued sufficient credits to graduate.</p>

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<p>Strategy:</p> <p>Dyslexia & Related Disorders --The Dyslexia program serves students in all Grades in West Sabine ISD. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>The Dyslexia teacher will implement explicit, individualized & multisensory instruction that includes phonemic awareness, graphophonemic knowledge language structure, linguistic patterns & processes to meet the diverse needs of dyslexic students. Kinesthetic/tactile input is used to reinforce auditory & visual processing. Pull-out sessions are 1:1 or in sequencing groups. Students carry modification sheets to their classes.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards High School Principal - Mike Ogden Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow</p>	<p>Local Funds - Time Contributions of Dyslexia Teachers</p> <p>Local Funds - Time Contribution of Counselors 35,620.78</p> <p>Local Funds - Time Contributions of Counselor FTE: 0.57 32,160.95</p>	<p>Informal Assessment :Other-12/09: 85% of the students served in the Dyslexia program are meeting district progression expectations.</p>	<p>Students participating in the Dyslexia Program will be performing equally with their non-Dyslexic peers.</p>	<p>Criterion-Referenced Test :TAKS Tests--05/10: 85% of the students served in the Dyslexia program are meeting district progression expectations.</p> <p>90% of all Dyslexic students will achieve a passing score on the Reading/ELA TAKS test.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Supplemental Programs for Students Meeting the State-Adopted "At-Risk" Criteria --Each September & January the list of students meeting the State-adopted "at-risk" criteria is updated & disseminated to the campus Principals for circulation to faculty & support staff. The campuses Principals & School Counselor, with the SBDMCs, in their coordination efforts, determine through which supplemental programs & services these students' needs will be met. Programs & services are reviewed at least 3 times/year. The School Counselor will determine which students with disabilities meet the "at risk" criteria, based on State guidance.</p> <p>For programs, refer to SCE funded programs & other supplemental federal & state funded programs, i.e.: Prekindergarten, After-School Tutorials, etc.</p>	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards High School Principal - Mike Ogden</p>	<p>Coordinated Funds - Local, State, & Federal - See Individual Activities</p> <p>State - State Compensatory Education (SCE) - Scientifically Validated Supplies & Materials 36,884.00</p> <p>Federal - Title I, Part A - Supplemental Supplies & Materials 330.00</p>	<p>Informal Assessment :Classroom Assessments--01/10: 65% of the students meeting the State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p> <p>Tests include:</p> <ul style="list-style-type: none"> * PK - Teacher-Made Developmental Skills Checklist; * Grades K – 2 - Four TPRI screening sections; * Grades 2 – 8 - STAR Diagnostic Reading & Math tests; * Grades 3 – 12 - TEKS-based core subject area tests. <p>Informal Assessment :Classroom Assessments--(cont.) ARD committees will determine the appropriate assessment instrument for each student with disabilities.</p>	<p>Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Other--05/10: Prekindergarten: 80% of all "at-risk" students will master 70% of the State's PK goals.</p> <p>Grades K - 2: 80% of all "at-risk" students will show accelerated improvement on end of year tests.</p> <p>Grades 3 - 11: 90% of all "at-risk" students will achieve passing scores on all grade-appropriate subject area TAKS tests.</p> <p>Grade 12: 100% of all students & all student groups will have accrued sufficient credits to graduate.</p>

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PK-12 An appropriate curriculum will be provided for students with special needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Tutorial Program --A Tutorial program is available to students in Grades K - 12 on the Elementary & High School campuses for students meeting the State-adopted "at-risk" criteria to increase academic achievement & reduce drop-out rates.</p> <p>Supplemental instruction using scientifically research based strategies is provided in Core Curriculum Areas for those students requiring additional assistance.</p> <p>Activity:</p> <p>Summer School --West Sabine ISD offers a 16-day Summer School program for students who are identified as likely not to be promoted to the next grade level.</p>	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards High School Principal - Mike Ogden</p>	<p>Federal - Title I, Part A - Extra Duty Pay for Teachers 14,884.30</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Tutorial Staff FTE: 0.27 12,202.76</p>	<p>Informal Assessment :Other --12/09: 65% of the students meeting the State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p>	<p>Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Classroom Assessments - -05/10: Grades K - 2: 80% of students will show accelerated improvement on end of year tests.</p> <p>Grades 3 – 11: 90% will achieve a passing score on the grade appropriate & subject area TAKS tests.</p>
<p>Activity:</p> <p>Prekindergarten Program --A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free & Reduced-priced School Lunch program, Limited English proficient, and/or homeless.</p>	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards</p>	<p>Federal - Title I, Part A - Extra Duty pay for Summer School Teachers 8,000.00</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay for Summer School Teachers 35,391.00</p> <p>Federal - Title I, Part A - Extra Duty Pay for Bus Driver/Summer Session 960.00</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Prekindergarten Staff FTE: 3.00 83,014.23</p>	<p>Informal Assessment :Other --06/10: All students will achieve 70% mastery as indicated in class grades.</p> <p>Informal Assessment :Other --12/09: 65% of the students will be performing at a 70% level of mastery of appropriate developmental skills, as indicated by teacher records.</p>	<p>Increased student achievement, reduced retention rates & reduced dropout rates.</p> <p>Students with prerequisite early school readiness skills for success in Kindergarten.</p> <p>Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.</p>	<p>Informal Assessment :Other --07/10: All students enrolled in the program will successfully complete the requirements for being promoted to the next grade.</p> <p>Informal Assessment :Other --05/10: 80% of all students & all student groups will master 70% of the State's PK goals.</p>

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.

Objective(s): PK-12 Provide programs which prepare students to make career choices.
PK-12 An appropriate curriculum will be provided for students with special needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Technology Lab --West Sabine Elementary offers a Technology Lab for students in grades 1 and 2 who need extra help in reading.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards	State - State Compensatory Education (SCE) - Time Contributions of Technology Lab Aide FTE: 1.00 23,352.55	Informal Assessment :Other --12/09: 65% of the students meeting the State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.	Informal Assessment :Classroom Assessments -- -05/10: Grades 1 - 2: 80% of students will show accelerated improvement on end of year tests.
<p>Activity: Content Mastery Lab -- A Content Mastery program is provided at West Sabine Elementary for students in grades Prekindergarten through six. The students in this program remain in their classroom for the majority of their instruction, but will attend Content Mastery when the classroom teacher decides the student needs extra help, or when the student wants extra help in Reading and/or Math. The student goes to Content Mastery w/instructions about what is to be done & how long he/she should remain.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards	Local Funds - Time Contributions of Content Mastery Staff	Informal Assessment :Other --12/09: 65% of the students meeting the State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.	Informal Assessment :Classroom Assessments -- -05/10: Grades K - 2: 80% of students will show accelerated improvement on end of year tests. Grades 3 – 6: 90% will achieve a passing score on the grade appropriate & subject area TAKS tests.

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.

Objective(s): PK-12 Provide programs which prepare students to make career choices.
PK-12 An appropriate curriculum will be provided for students with special needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Learning Lab --The Learning Lab staff will provide computer lab instruction to students in grades seven through twelve identified as being at risk of dropping out of school and as being low-level readers. Coordination between the foundation teachers and the Learning Lab staff takes place frequently.</p> <p>The Learning Lab staff will have other assessment data available as a resource tool in determining with which skills students need supplemental assistance. The staff will have programs such as Waterford, NCS and Light Span available to meet the needs of individual students.</p>	8/2009 - 5/2010	High School Principal - Mike Ogden	<p>State - State Compensatory Education (SCE) - Time Contributions of Supplemental Reading Teacher FTE: 0.57 26,473.55</p>	<p>Informal Assessment :Other --12/09: 65% of the students meeting the State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p>	<p>Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :TAKS Tests --05/10: Grades 7 – 11: 90% will achieve a passing score on the Reading/ELA TAKS tests.</p> <p>Grade 12: 100% of all students & all student groups will have accrued sufficient credits to graduate.</p>
<p>Activity: TAKS Enrichment --The Enrichment teachers will provide additional instructional time for students in grades seven through twelve at risk of dropping out of school to assist them in the acquisition of the TEKS and the TAKS objectives. This program is for students that have been unsuccessful in passing TAKS tests, or achieving adequate yearly progress.</p>	8/2009 - 5/2010	High School Principal - Mike Ogden	<p>State - State Compensatory Education (SCE) - Time Contributions of TAKS Enrichment Teachers FTE: 1.43 58,295.65</p> <p>Federal - Title I, Part A - TAKS Tutorials Substitutes 9,102.50</p> <p>Federal - Title I, Part A - Time Contributions of TAKS Math & Science Teachers FTE: 0.29 15,940.57</p>	<p>Informal Assessment :Other --12/09: 65% of the students meeting the State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p>	<p>Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :TAKS Tests --05/10: Grades 7 – 11: 90% will achieve a passing score on the grade appropriate & subject area TAKS tests.</p> <p>Grade 12: 100% of all students & all student groups will have accrued sufficient credits to graduate.</p>

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.

Objective(s): PK-12 Provide programs which prepare students to make career choices.
PK-12 An appropriate curriculum will be provided for students with special needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Accelerated Intervention for Reading & Math –West Sabine ISD provides accelerated intervention in Reading & Math for students in grades K - 6 who are in need of additional assistance.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	<p>State - Student Success Initiative Grant - Accelerated Intervention Math Teacher FTE: 0.30 13,938.23</p> <p>State - State Compensatory Education (SCE) - Accelerated Intervention Math Teacher FTE: 0.20 9,227.29</p> <p>Federal - Title I, Part A - Accelerated Intervention Math Teacher FTE: 0.50 24,723.37</p> <p>Federal - Title I, Part A - Accelerated Intervention Reading Aide FTE: 1.00 25,194.16</p>	<p>Informal Assessment :Classroom Assessments - -01/10: 65% of all students & all student groups in grades K – 2 will score within district expectations on each of the four screening sections of the TPRI.</p> <p>Grades 3 – 8: 65% of all students & all student groups will pass each appropriate TEKS-based test.</p>	Exemplary Status.	<p>Informal Assessment :Classroom Assessments - -05/10: 80% of all students & all student groups in grades K – 2 will show accelerated improvement on end of year tests.</p> <p>Grades 3 - 8: 90% of all students & all student groups will achieve passing scores on all grade-appropriate subject area TAKS tests.</p>
<p>Activity: Class Size Reduction (CSR) - -West Sabine Elementary School employs a CSR teacher for fifth grade in order to reduce the student:teacher ratio and provide more individualized instruction.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards	<p>Federal - Title II, Part A - TPTR - Time Contributions of CSR Teacher FTE: 0.91 34,500.82</p> <p>State - State Compensatory Education (SCE) - Time Contributions of CSR Teacher FTE: 0.09 3,018.63</p>	<p>Informal Assessment :Classroom Assessments - -12/09: 65% of the students meeting State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on mid-year test scores.</p>	Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.	<p>Criterion-Referenced Test :TAKS Tests - --5/10: 90% of all students & all student groups will achieve passing scores on all grade-appropriate subject area TAKS tests.</p>

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.						
Objective(s): PK-12 Provide programs which prepare students to make career choices. PK-12 An appropriate curriculum will be provided for students with special needs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Study Island --Study Island is a web-based assessment preparation program available to West Sabine ISD students in need of remediation in any core academic areas and/or TAKS support.	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Federal - Title I, Part A - Study Island Software 8,295.03	Informal Assessment :Classroom Assessments - -12/09: 65% of the students meeting State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on mid-year test scores.	Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.	Criterion-Referenced Test :TAKS Tests - --5/10: 90% of all students & all student groups will achieve passing scores on all grade-appropriate subject area TAKS tests.

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.						
Objective(s): PK-12 Provide programs which prepare students to make career choices. PK-12 An appropriate curriculum will be provided for students with special needs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Limited English Proficient (LEP): English as a Second Language (ESL) --Based on LPAC prescription, West Sabine ISD LEP students participate in an intensive ESL pullout program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening & comprehending, speaking, reading & writing, using an appropriate ESL program curriculum. Technology is used to accelerate the development of all four language skills.</p> <p>All LEP students are provided a balanced curriculum with the TEKS representing the core knowledge, skills & competencies all students should learn. LEP students are instructed in these areas in a manner appropriate to their needs & English proficiency using state-adopted textbooks for ESL. Student's progress through levels is based on performance & placement criteria, not on class hours of instruction.</p> <p>The ESL teacher and classroom teachers collaborate regarding appropriate instruction for the LEP students, including modification methods and strategies for instruction of the core curriculum.</p> <p>A student may exit the ESL program if s/he is able to participate equally in a regular all-English instructional program as determined by:</p> <p>* tests administered at the end of each school year to determine the extent to which the student has developed oral and written language proficiency and specific language skills in English;</p> <p>* an achievement score at or above 40th percentile in the reading and</p>	8/2009 - 5/2010	ESL Teacher - Rebecca Whitton High School Principal - Mike Ogden	Federal - State Bilingual Supplement Block Grant <p style="text-align: center;">1,298.00</p>	Informal Assessment :Other-12/09: ESL students are progressing at the rate set by the LPAC.	Narrowing the achievement gap between LEP students and non-LEP students.	Informal Assessment :Other-05/10: Individual students meeting LPAC's expectations. LEP students achieving one-year of progress. 90% of the LEP students achieving a passing score on all appropriate grade level and subject area TAKS tests.

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.

Objective(s): PK-12 Provide programs which prepare students to make career choices.
PK-12 An appropriate curriculum will be provided for students with special needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>language arts sections of an English standardized test approved by TEA;</p> <p>* other indications of a student's overall progress, including criterion-referenced test scores, subjective teacher evaluation and parental evaluation; and</p> <p>* written or oral recommendation of the parent concerning the program placement.</p> <p>A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s)--if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints & records noting academic progress will be used. If at any time during these two years after exit the student demonstrates inadequate English proficiency, the student will be readmitted to the ESL program as prescribed by the LPAC.</p>						

District Improvement Plan
West Sabine ISD 2009-2010

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.

Objective(s): PK-12 Provide programs which prepare students to make career choices.
PK-12 An appropriate curriculum will be provided for students with special needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Gifted & Talented Program --In order to reach their full potential, G/T students need an educational experience beyond those normally provided in regular school programs, as well as the collaborative support of parents, educators, community members and fellow students. West Sabine ISD provides a sequential, system-wide differentiated educational program to nurture the learning needs of G/T students. Students in grades 7 - 12 can choose to enroll in Pre-AP, AP and Dual Credit courses.</p>	8/2009 - 5/2010	G/T Prep Teacher - Bridget Trawhon	<p>State - State Gifted & Talented Block Grant - Time Contributions of G/T Staff 14,271.00</p> <p>State - State Gifted & Talented Block Grant - G/T Supplies 1,000.00</p> <p>State - State Gifted & Talented Block Grant - AP Supplies 500.00</p> <p>State - State Gifted & Talented Block Grant - Travel Expenses 1,100.00</p> <p>Local Funds - AP Testing Fees 500.00</p>	<p>Informal Assessment :Classroom Assessments- -12/09: 95% of GT students will meet minimum expectations on all benchmark assessments.</p>	<p>G/T students are provided with a challenging curriculum that enables them to reach their full potential.</p>	<p>Criterion-Referenced Test :TAKS Tests--5/10: 95% of GT students will achieve scores within the 95% - 100% range on appropriate assessment instruments.</p>
<p>Strategy: Ancillary Services --West Sabine ISD provides Ancillary Services or "related services" to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p>	8/2009 - 5/2010	Superintendent - Mike Pate	Coordinated Funds - Local, State, & Federal - See Individual Activities	<p>Informal Assessment :Other- -12/09: 65% of the students referred for Ancillary Services will have been served as indicated in campus records.</p>	<p>All students & all student groups are involved in an equitable education, with Ancillary Services available to help "level the playing field".</p>	<p>Informal Assessment :Other- -05/10: Increase in the number of students receiving passing scores on developmental inventories: TPRI, STAR & TAKS.</p>

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.

Objective(s): PK-12 Provide programs which prepare students to make career choices.
PK-12 An appropriate curriculum will be provided for students with special needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Counseling & Guidance Programs --The School Counselor is responsible for:</p> <ul style="list-style-type: none"> * 1:1 review of TAKS scores w/students scoring below district expectations, * 1:1 & small group counseling sessions, * Focused informal groups—behavior & attendance, * Assistance w/testing coordination, * Class presentations on health, communication, drug & alcohol abstinence, behavior & safety related issues, * TAKS presentations, * Responsive services, * Parent Training, & * Individual student planning. <p>The Counselor also focuses on addressing the needs of students w/disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> * Diagnostic/Prescriptive Services, * Coordination of Services--Academic & Related Services, * Child Find Activities, * ARDs, * Parent Training, * Student Planning & Transition Services, & * Training West Sabine ISD Foundation Staff on Modifications for Special Education Students. <p>The West Sabine ISD Counselor will be responsible for disseminating the following information to students, students' teachers & students' parents:</p> <p>1) Higher education admissions & financial aid opportunities (Sources of information on higher education admissions & financial aid, are provided to ensure that all</p>	<p>8/2009 - 5/2010</p>	<p>Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow</p>	<p>Local Funds - Time Contributions of Counselors 35,620.78</p> <p>Local Funds - Contracted Services for Test Scoring 1,700.00</p> <p>Local Funds - Testing Materials 2,500.00</p> <p>Local Funds - Travel & Subsistence 1,000.00</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</p>	<p>Informal Assessment :Other --12/09: The Counselor's records & semi-annual reports to the principals & Central administration indicate that students referred for assistance have been contacted & as appropriate, received assistance. The Counselor has completed the Calendar of Events & Activities for the first semester & has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention &/or intervention.</p>	<p>Issues related to the Counseling & Guidance will have been addressed to ensure a positive impact on all students, resulting in increased student achievement & a reduction in the drop-out rate for all students & all student groups.</p>	<p>Informal Assessment :Other --05/10: Increase in the number of students receiving passing scores on Informal inventories: TPRI, STAR Assessment, TAKS, Oral Language Proficiency tests, TAKS-M & TAKS-Ait.</p>

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.

Objective(s): PK-12 Provide programs which prepare students to make career choices.
PK-12 An appropriate curriculum will be provided for students with special needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>West Sabine ISD students have an equal opportunity to participate in higher education.);</p> <p>2) The TEXAS grant program & the Teach for Texas grant program established under Subchapter M, Chapter 56;</p> <p>3) The need for students to make informed curriculum choices to be prepared for success beyond high school.</p> <p>Activity: Nursing Services --A districtwide school nurse provides nursing services to West Sabine ISD students, including screening activities such as vision, height and weight.</p>	8/2009 - 5/2010	Elementary Nurse - Jo Ann Clark High School Nurse - Myrtie Ford	<p>Local Funds - Medical Supplies 2,000.00</p> <p>Local Funds - Travel Expenses 200.00</p> <p>Federal - Title XIV-SFSF - Time Contributions of Nursing Staff FTE: 2.00 60,562.59</p>	<p>Informal Assessment :Other --12/09: Nurse's records indicate all screening has been conducted as required. Everyday medical assistance has been provided. Students with needs beyond the Nurse's certification have been referred to the appropriate professionals for treatment.</p>	<p>Health & medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement & a reduction in the dropout rate for all students & all student groups.</p>	<p>Informal Assessment :Other --05/10: Nurse's records indicate all screening has been conducted as required. Everyday medical assistance has been provided. Students with needs beyond the Nurse's certification have been referred to the appropriate professionals for treatment.</p>
<p>Activity: Library Services --A Certified Librarian & Library Aide conduct the Library-Media Services program. Available resources include:</p> <p>* Full-scale Library facilities available to all students; * Accelerated Reader Books & Tests; * Computers with Internet access; * Electronic encyclopedias & references; * Interactive Language Arts, Math, Science & Social Studies Software.</p>	8/2009 - 5/2010	Library Aide - Darlene Mason Library Aide - Doris Bryce	<p>Local Funds - Professional & Contracted Resources for Athena Software 500.00</p> <p>Local Funds - Library Resources 6,500.00</p> <p>Federal - Title XIV-SFSF - Time Contributions of Library Aides FTE: 2.00 46,411.64</p>	<p>Informal Assessment :Other --12/09: All West Sabine ISD students have access to a library on a regularly scheduled basis.</p> <p>Librarian & teacher records indicate that at least 80% of the students have participated in Library activities.</p>	<p>The West Sabine ISD libraries will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement & a 0% dropout rate for all students & all student groups.</p>	<p>Informal Assessment :Other --05/10: All West Sabine ISD students have access to a library on a regularly scheduled basis.</p> <p>Librarian & teacher records indicate that 100% of the students have participated in Library activities.</p>

Goal:3 An appropriate curriculum will be provided for students w/ special needs, including age-appropriate career education.

Objective(s): PK-12 Provide programs which prepare students to make career choices.
PK-12 An appropriate curriculum will be provided for students with special needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Homeless Services --The West Sabine ISD Homeless Liaison will work with the district administrators & counseling & nursing personnel in the identification & the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification & plight of the homeless student & strategies & activities that can be implemented at the district level, on the campus level & at the individual level. The WSISD will be in compliance with federal Homeless regulations.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	<p>Federal - Title I, Part A - Supplies & Materials Resources 1,000.00</p> <p>Local Funds - Time Contributions of Counselors 35,620.78</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselors FTE: 0.57 32,160.95</p>	<p>Informal Assessment :Other --12/09: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district & Title I have to the Homeless students.</p>	<p>No student will suffer an interruption in his/her education because of homelessness.</p> <p>Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Other --05/10: 85% of the homeless students identified were promoted to the next grade & achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.</p>
<p>Strategy:</p> <p>GEAR UP --Through Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP), West Sabine ISD provides students with a career concentration effort. GEAR UP is a partnership between Angelina College & SFA to encourage & prepare students to continue their education beyond high school. A few of the activities included with the program are:</p> <p>* provide access for all students to career information; and * Angelina College offers courses, including ACT and SAT test prep and Scholarship and College Entrance Essay Writing Workshops.</p> <p>GEAR UP is part of a national initiative to encourage students to have high expectations, stay in school, take the right courses, and prepare for and go to college.</p>	8/2009 - 5/2010	High School Principal - Mike Ogden	<p>Local Funds - Time Contributions of Staff & Faculty 11,890.00</p> <p>Local Funds - Contracted Professional Development 5,110.00</p> <p>Local Funds - GEAR UP Supplies & Materials 5,000.00</p> <p>Local Funds - Travel Expenses 13,000.00</p> <p>Federal - Title I, Part A - Contracted Professional Development 10,000.00</p>	<p>Informal Assessment :Other-12/09: Counselor will review students' schedules & GEAR UP committee meeting minutes to assure that all students are taking advantage of career concentration efforts.</p>	<p>Increase the number of students enrolled in Pre-AP & AP classes.</p> <p>Students will have the opportunity to investigate varied career paths to create more diversified students & help prepare students for the future.</p>	<p>Informal Assessment :Other-05/10: The number of students completing advanced classes will have increased. 6th Grade students will have completed career plan in preparation for high school & the future.</p>

District Improvement Plan
West Sabine ISD 2009-2010

Goal:4 The district will meet or exceed the state standard of 96% attendance rate.						
Objective(s): PK-12 The campus attendance rate will increase to 96% in 2010.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Attendance Rates Disaggregated by Student Groups & Gender --Parents will be provided with attendance requirements through the Student/Parent handbook, during open house, and during parent meetings.</p> <p>Procedures to promote student attendance will include:</p> <ul style="list-style-type: none"> * Monitoring of individual student attendance by phone calls and letters to parents; * Classroom recognition of students with perfect attendance; and * Certificates and plaques to year end perfect attendance honorees; <p>Daily contact will be made with parents of students who are absent.</p>	5/2009 - 5/2010	Elementary Attendance Clerk - Sherry Mitchell High School Attendance Clerk - Tempie McCary Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Coordinated Funds - Local & State - Time Contributions of Staff & Faculty	Informal Assessment :Other-12/09: Communication with at least 95% of the students who are absent daily; Contact with 100% of students who have excessive absences.	Decrease in unexcused absences & chronic absenteeism.	Informal Assessment :Other-05/10: Student attendance will reach 96% for 2009 – 2010. Contact with 100% of students who have excessive absences.
<p>Strategy: Incentive Program --Classroom teachers distribute recognitions for attendance, achievement & positive behavior. The Attendance Clerk provides awards for perfect attendance during a six weeks period. The District administrators award students with perfect attendance with recognitions at an awards banquet.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Local Funds - Awards 2,000.00	Informal Assessment :Other-12/09: Review of attendance, academic & behavior records indicate an increase in achievement & attendance, & positive reports on student behavior.	Through the use of positive reinforcements, West Sabine ISD faculty will encourage academic growth & increased student attendance.	Informal Assessment :Other-05/10: Attendance records will indicate that all students & all student groups have an attendance rate of not less than 96%. Student groups whose attendance rates have been higher will meet or exceed those rates.

District Improvement Plan
West Sabine ISD 2009-2010

Goal:5 The district dropout rate will not exceed 0.1%. Objective(s): PK-12 The district dropout rate will be less than 1% in 2010.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy: Dropout rates disaggregated by student groups & gender --Trends will be established & disseminated to campus principals & SBDMCs.</p>	5/2009 - 5/2009	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Local Funds - Time Contributions of Faculty & Staff	Informal Assessment :Other-12/09: 100% of the district's current dropouts will have been identified & statistical trends identified & disseminated to campus Principals for planning 2009 - 2010 intervention programs.	Districtwide trends in student dropouts will be disseminated to all West Sabine ISD campuses so that early intervention strategies can be implemented.	Informal Assessment :Other-05/10: 100% of the district's current dropouts will have been identified & statistical trends identified & disseminated to campus principals for planning 2009 - 2010 intervention programs. 0% dropout rate for 2009 - 2010.
<p>Strategy: Dropout Prevention Programs & Activities --Dropout prevention & intervention efforts begin in Prekindergarten in West Sabine ISD with West Sabine Elementary joining the effort to implement activities & programs that will, in time, help reduce the dropout rate of all students & all student groups, or help maintain the district dropout rate of .5%.</p> <p>All students in an "at-risk" situation, those meeting the State-adopted criteria for being a potential dropout, are identified at least three times a year, with the actual process ongoing.</p> <p>Programs & services for these students are developed & implemented in an effort to reduce West Sabine ISD's dropout rate.</p>	8/2009 - 6/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Other-See Individual Activities	Maintain West Sabine ISD's dropout rate of 0.0%. 100% Graduation Rate.	Informal Assessment :Other-See Individual Activities

District Improvement Plan
West Sabine ISD 2009-2010

Goal:5 The district dropout rate will not exceed 0.1%.						
Objective(s): PK-12 The district dropout rate will be less than 1% in 2010.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Review of students' retention records & rates by student groups --The West Sabine ISD Counselors will review cumulative folders of all students retained in 2008 - 2009 & will review retention rates to determine a trend or pattern, or any specific factors leading up to the retentions. Research will be conducted to find reform strategies that can be implemented at West Sabine ISD that will best meet the needs of our students at risk of dropping out of school & serve to reduce the retention rates in grades PK - 12.</p>	5/2009 - 5/2010	Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow	Local Funds - Time Contributions of Counselors 35,620.78 Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95	Informal Assessment :Other --12/09: All 2009 - 2010 retaine'e's folders & folders of students' not earning required credits for graduation at the end of the first semester, have been reviewed by the Counselors, with recommendations for 2010 - 2011 prevention & intervention strategies.	Decreased retention rates & dropout rates for all students & all student groups.	Informal Assessment :Other --05/10: All 2009 - 2010 retaine'e's folders & folders of students' not earning required credits for graduation have been reviewed by the Counselor. Specific indicators have been identified that resulted in the retention of West Sabine ISD students in 2009 - 2010 with the Counselor & Principals making recommendations for 2010 - 2011 prevention & intervention initiatives to ensure a lower rate of retention of all students & all student groups in 2010 - 2011.
<p>Activity:</p> <p>Presentation of Guidance Curriculum --The counselors & classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development; * Motivation to Achieve; * Decision-making, Goal Setting, Planning & Problem-Solving; * Interpersonal Effectiveness; * Communication Skills; and * Responsible Behavior. 	8/2009 - 5/2010	Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow	Local Funds - Time Contributions of Counselors 35,620.78 Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95	Informal Assessment :Other --12/09: Reduction in conduct referrals to the Principals, increased academic achievement & reduced retention & dropout rates.	Students demonstrating positive attitudes & a willingness to be accountable for their present & future actions & accomplishments. Increase in academic achievement as students acquire useful coping & communication skills leaving them more time to focus on academic achievement.	Informal Assessment :Other --05/10: Reduction in conduct referrals to the Principals, increased academic achievement & reduced retention & dropout rates.

District Improvement Plan
West Sabine ISD 2009-2010

Goal:5 The district dropout rate will not exceed 0.1%.						
Objective(s): PK-12 The district dropout rate will be less than 1% in 2010.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Counseling & Guidance: Individual Planning --The Counselors will assist students in monitoring & understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of Study Skills & Choosing Appropriate Programs & Services;</p> <p>* Career: Need for Positive Work Habits & Career Awareness--Investigations of Opportunities; and</p> <p>* Personal-Social: Development of Healthy Self-Concepts & Development of Adaptive & Adjustive Social Behavior.</p> <p>Activity:</p> <p>Counseling & Guidance: System Support --The Counselors will provide program & staff support activities & services, including:</p> <p>* Parent Education: Informational meetings held through the community for parents to learn about student opportunities & responsibilities;</p> <p>* Teacher/Administrator Consultation;</p> <p>* Staff Development for Educators to become highly qualified & to learn strategies for serving Special Populations students; and</p> <p>* School Improvement Planning for Special Populations students.</p>	8/2009 - 5/2010	Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow	<p>Local Funds - Time Contributions of Counselors 35,620.78</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</p>	Informal Assessment :Other --12/09: Reduction in conduct referrals to the Principals, increased academic achievement & reduced retention & dropout rates.	Students demonstrating positive attitudes & a willingness to be accountable for their present & future actions & accomplishments.	Informal Assessment :Other --05/10: Reduction in conduct referrals to the Principals, increased academic achievement & reduced retention & dropout rates.
<p>Activity:</p> <p>Counseling & Guidance: System Support --The Counselors will provide program & staff support activities & services, including:</p> <p>* Parent Education: Informational meetings held through the community for parents to learn about student opportunities & responsibilities;</p> <p>* Teacher/Administrator Consultation;</p> <p>* Staff Development for Educators to become highly qualified & to learn strategies for serving Special Populations students; and</p> <p>* School Improvement Planning for Special Populations students.</p>	8/2009 - 5/2010	Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow	<p>Local Funds - Time Contributions of Counselors 35,620.78</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</p>	Informal Assessment :Other --12/09: Increased student success in meeting academic requirements.	For all students & all student groups: Increased student achievement, reduced retention rates & reduced dropout rates.	Informal Assessment :Other --05/10: Reduction in conduct referrals to the Principals, increased academic achievement & reduced retention & dropout rates.

Goal:5 The district dropout rate will not exceed 0.1%.

Objective(s): PK-12 The district dropout rate will be less than 1% in 2010.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: Counseling & Guidance: Responsive Services --The counselors will conduct responsive services in prevention & intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns; * School-related concerns such as misbehavior, excessive absences & tardiness; * Physical, sexual or emotional abuse; * Coping with stress; * Suicide prevention; * Conflict resolution; and * Violence prevention. 	8/2009 - 5/2010	Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow	<p>Local Funds - Time Contributions of Counselors 35,620.78</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</p>	Informal Assessment :Other --12/09: Reduction in counseling referrals for Responsive Services.	Students with the mental health & emotional strength to be academically successful.	Informal Assessment :Other --05/10: Reduction in counseling referrals for Responsive Services.

Goal:6 Qualified & highly effective personnel will be recruited, developed, & retained. Objective(s): PK-12 Recruit & retain highly qualified staff.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Recruitment Strategies --Faculty recruitment strategies have been implemented at the Central Administration level. Continuing in the 2009 - 2010 school year, SBDMCs from each campus will be involved in the process, led by their campus principals. West Sabine ISD participates in the Region VII Personnel Services Cooperative, which provides the following services:</p> <p>1) Recruiting visits conducted by Region VII ESC personnel & attended by district personnel; 2) Online job postings, & applicant databases; 3) Certification & permit services; and 4) Cooperative ads in educational publications. (TI, A SW #5)</p>	5/2009 - 5/2010	Superintendent - Mike Pate	Federal - Title I, Part A - Region VII Personnel Services Cooperative 700.00 Federal - Title I, Part A-ARRA - Signing Bonuses 29,702.70 Federal - Title I, Part A-ARRA - Science & Math Stipends 16,501.51	Informal Assessment :Other-12/09: Recruitment strategies & activities have resulted in the employment of additional certified professionals, minority professionals & trained paraprofessionals.	Properly certified faculty, with experience & training in special needs areas, plus a professional population that mirrors the ethnic diversity of the student population of the district. 100% of the West Sabine ISD faculty will be Highly Qualified under NCLB regulations at the end of 2009 – 2010.	Informal Assessment :Other-05/10: Recruitment strategies & activities have resulted in the employment of additional certified professionals, minority professionals & trained paraprofessionals.
<p>Strategy: LEA's Districtwide Training Strategies --As some of West Sabine ISD students are considered "Special Populations" students, the LEA provides districtwide programs & activities for developing a professional staff to effectively meet the needs of all Special Populations students, i.e.: Students meeting the State-adopted "at-risk" criteria, 504 students, Limited English Proficient students, Students with disabilities, G/T, etc. The staff will also receive additional training that few received in college.</p>	7/2009 - 6/2010	DPDMC & SBDMC -	Federal - Title I, Part A - Region VII Professional Development Cooperative 2,288.09 Local Funds - Workshop Fees 2,000.00	Informal Assessment :Other-12/09: 100% of the West Sabine ISD faculty will have received training in strategies for teaching the Special Populations students they are assigned. Principal review of summary reports indicate that teachers are using the skills acquired above, resulting in increased student achievement.	A faculty with the prerequisite teaching skills to ensure increased student academic performance of all Special Populations students.	Informal Assessment :Other-05/10: 100% of the West Sabine ISD faculty will have continued to receive training in strategies for teaching the Special Populations students assigned, with retraining available as needed.

Goal:6 Qualified & highly effective personnel will be recruited, developed, & retained. Objective(s): PK-12 Recruit & retain highly qualified staff.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Safe & Disciplined Environment - -West Sabine ISD has many strategies & activities in place to ensure that the campus provides a safe & disciplined environment for all teachers & students. These include a comprehensive Guidance & Counseling Program; a Technology Acceptable Use Policy; & Drug, Alcohol & Substance Abuse programs.	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Other-12/09: Teacher interviews indicate that 80% of them appreciate & feel comfortable in the environment created for them at West Sabine ISD & consider it conducive to teaching & student learning.	Maintain low teacher turnover as teachers consider West Sabine ISD a safe, disciplined & comfortable environment in which to teach.	Informal Assessment :Other-05/10: 90% of the faculty & staff will remain at West Sabine ISD for the 2010 - 2011 school year.

Goal:7 Educators will keep abreast of the development of creative & innovative techniques in instruction & administration using those techniques as appropriate to improve student learning & provide a well-balanced & appropriate curriculum. Objective(s): PK-12 Provide Professional Development aligned with staff needs assessments.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development Program - -The West Sabine ISD Professional Development (PD) Coordinator, DPDMC, principals & SBDMCs design and/or support professional development programs & activities that: * coordinate PD programs & activities across programs; * are intense & sustained; * are tied to the TEKS & TAKS; * apply research to meet the learning needs of all students; and * enable all children to meet the same challenging State content standards & challenging State student performance standards that all children are expected to meet.	7/2009 - 6/2010	Superintendent - Mike Pate	Federal - Title I, Part A - Region VII Contracted Professional Development 7,301.09 Federal - Title I, Part A - Contracted Professional Development 13,000.00 Federal - Title I, Part A - Travel & Registration 10,000.00 Federal - Title II, Part D - Technology - Region VII Contracted Professional Development for Instructional Technology 1,468.00 Federal - Title II, Part A - TPTR - Region VII Contracted Professional Development for Instructional Technology 3,379.00 Local Funds - Workshop Fees 2,000.00	Informal Assessment :Other-01/10: An increase in each student's score--PK - 12, on appropriate assessment instruments, as dictated in the campus' Assessment Program.	Increase in student performance as professional development activities focus on weaknesses in the educational system--faculty, students & resources. Exemplary Status.	Informal Assessment :Other-05/10: The following pertains to all students & all student groups: 80% of Prekindergarten students will master 70% of the State's PK goals. 80% of students Grades K - 2 will show accelerated improvement on end of year tests. 90% of students in Grades 3 - 11 will pass each section of TAKS. Grade 12: 100% of all students & all student groups will have accrued sufficient credits to graduate. Informal Assessment :Other-(cont.) ARD committees will determine appropriate assessment instrument for students with a disability.

District Improvement Plan
West Sabine ISD 2009-2010

Goal:7 Educators will keep abreast of the development of creative & innovative techniques in instruction & administration using those techniques as appropriate to improve student learning & provide a well-balanced & appropriate curriculum.
Objective(s): PK-12 Provide Professional Development aligned with staff needs assessments.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: Professional Development: Sufficient Intensity & Duration - -Professional Development activities will be of sufficient intensity & duration to ensure that teachers & support staff develop the prerequisite skills required of their position.</p>	8/2009 - 5/2010	Superintendent - Mike Pate	<p>Local Funds - Workshop Fees 2,000.00</p> <p>Federal - Title I, Part A - Region VII Contracted Professional Development 7,301.09</p> <p>Federal - Title I, Part A - Contracted Professional Development 13,000.00</p> <p>Federal - Title I, Part A - Travel & Registration 10,000.00</p> <p>Federal - Title II, Part D - Technology - Region VII Contracted Professional Development for Instructional Technology 1,468.00</p> <p>Federal - Title II, Part A - TPTR - Region VII Contracted Professional Development for Instructional Technology 3,379.00</p>	<p>Informal Assessment :Other - --12/09: A review by the Superintendent, DPDMC & SBDMC of first semester PD activities & the second semester Professional Development Calendar will indicate that a majority of professional development activities are of sufficient intensity & duration to ensure success by participants & the students that they serve.</p> <p>Unannounced walk-throughs will help to determine if the skills developed are successfully being implemented in the classroom.</p>	A professional development program that ensures the development of successful teachers & support staff & by extension ensures academic success for all students.	Informal Assessment :Other - --05/10: A review by the principals & campus SBDMCs of second semester PD activities & the Summer 2010 PD calendar will indicate that a majority of PD activities are of sufficient intensity & duration to ensure success by participants & the students that they serve.

Goal:7 Educators will keep abreast of the development of creative & innovative techniques in instruction & administration using those techniques as appropriate to improve student learning & provide a well-balanced & appropriate curriculum.
Objective(s): PK-12 Provide Professional Development aligned with staff needs assessments.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Professional Development: Special Populations --Staff development activities are provided for faculty to acquire prerequisite skills for working with Special Populations students in myriad instructional arrangements & to meet state & federal training requirements.</p> <p>Priority Areas include:</p> <p>* Accelerated Instruction: The staff will participate in PD activities that focus on methods, strategies & activities for accelerating the instruction of students, including such topics as Computer Assisted Instruction, Cooperative Learning & Literacy Groups.</p>	7/2009 - 6/2010	Superintendent - Mike Pate	<p>Federal - Title I, Part A - Region VII Contracted Professional Development 7,301.09</p> <p>Federal - Title I, Part A - Contracted Professional Development 13,000.00</p> <p>Federal - Title I, Part A - Travel & Registration 10,000.00</p> <p>Federal - Title II, Part D - Technology - Region VII Contracted Professional Development for Instructional Technology 1,468.00</p> <p>Federal - Title II, Part A - TPTR - Region VII Contracted Professional Development for Instructional Technology 3,379.00</p> <p>Local Funds - Workshop Fees 2,000.00</p>	<p>Informal Assessment :Report Card Grades --12/09: A review of informal assessments & Report Cards will indicate that the Special Populations students' grades are equitable to their peers.</p>	<p>Exemplary Status.</p> <p>A Professional Development Program that ensures the development of successful teachers & support staff, & by extension, ensures academic success for all students.</p>	<p>Informal Assessment :Report Card Grades --05/10: A review of Special Populations students' assessment results will indicate that these students' grades are equitable to their peers.</p>

District Improvement Plan
West Sabine ISD 2009-2010

Goal:8 Technology will be implemented & used to increase the effectiveness of student learning, instructional management, staff development, & administration.						
Objective(s): PK-12 Integrate technology into the instructional program.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology: To Increase the Effectiveness of Student Learning - -AEIS results, in tandem with results of a comprehensive districtwide needs assessment, indicate the need to expand the use of Technology in student learning. Research concludes that many Special Populations students benefit from Computer Assisted Instruction, a more tactile & kinesthetic learning environment. All West Sabine ISD classrooms have computers, most with Internet access, in addition to two computer labs which also have internet access capabilities.	8/2009 - 5/2010	Technology Director - Eric Maddox	Federal - Title I, Part A - Region VII Data Management Assessment Cooperative (DMAC) <p style="text-align: right;">5,013.00</p> Federal - Title I, Part A - Technology Supplies <p style="text-align: right;">4,488.00</p> Federal - Title II, Part A - TPTR - Contracted Services with Region VII for Instructional Technology <p style="text-align: right;">3,379.00</p> Federal - Title II, Part D - Technology - Region VII Contracted Professional Development for Instructional Technnology <p style="text-align: right;">1,468.00</p> Local Funds - Travel Expenses for Technology Director <p style="text-align: right;">500.00</p> Local Funds - Time Contributions of Technology Staff <p style="text-align: right;">102,137.00</p> Local Funds - Technology Supplies <p style="text-align: right;">30,000.00</p> State - State Technology Block Grant <p style="text-align: right;">17,506.00</p> Federal - Title II Part D ARRA - Technology Resources <p style="text-align: right;">2,805.00</p>	Informal Assessment :Other-12/09: Appropriate hardware & software will be available in classrooms, labs & the libraries so that teachers may begin training on integrating technology into instruction.	The educational system of West Sabine ISD will be expanded to include a technological infrastructure with state of the art hardware & software systems that will support the educational growth of students, faculty, parents & community members.	Informal Assessment :Other-05/10: Review of professional development activities & annotations provided by faculty of each training session attended indicate that 80% of the West Sabine ISD faculty has received prerequisite training for the successful utilization of technology as an instructional tool.

Goal:8 Technology will be implemented & used to increase the effectiveness of student learning, instructional management, staff development, & administration.

Objective(s): PK-12 Integrate technology into the instructional program.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Integration of Technology into Instruction --West Sabine ISD classroom teachers are using technology as an alternative instructional tool. Activities include:</p> <ol style="list-style-type: none"> 1) Using instructional software programs to support student learning within the classroom for drill & reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles & self-paced progression. 2) Using computer software & Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons & provide demonstrations to teach or support a lesson. 3) Accelerated Reader tests may be taken in the classroom, computer labs or in the library, providing the student and his/her teacher with timely feedback regarding each student's reading skills. 4) The Internet opens a window of opportunity in which classroom teachers direct students to specific websites that provide enrichment activities that support & extend class instruction. Faculty uses the Internet to access innumerable educational resources. 5) Internet access provides students access to an unlimited number of websites for research projects--material unavailable through traditional library access. 6) Teachers will use the Internet as a means of differentiating instruction for students meeting 	<p>8/2009 - 5/2010</p>	<p>Elementary Principal - Pamela Edwards High School Principal - Mike Ogden</p>	<p>Federal - Title I, Part A - Region VII Data Management Assessment Cooperative (DMAC) 5,013.00</p> <p>Federal - Title II, Part A - TPTR - Region VII Contracted Professional Development for Instructional Technology 3,379.00</p> <p>Federal - Title II, Part D - Technology - Contracted Services with Region VII for Instructional Technology 1,468.00</p>	<p>Informal Assessment :Other --12/09: Teacher Lesson Plans will indicate that 65% of the classroom teachers are integrating technology into instruction at least two days/week.</p> <p>Teacher Lesson Plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.</p>	<p>Increasing numbers of teachers using the Internet & software systems to integrate technology into instruction.</p> <p>Special Populations students like Special Education students, & G/T students benefiting from the differentiation of instruction & enrichment activities that meet their specific needs.</p> <p>An educational system that is strengthened by utilizing technology as an integral component.</p>	<p>Informal Assessment :Classroom Assessments - -05/10: All West Sabine ISD students will achieve the following:</p> <p>Prekindergarten: 80% will master 70% of the State's PK goals;</p> <p>Grades K - 2: 80% of students will show accelerated improvement on end of year tests.</p> <p>Grades 3 - 11: 90% will achieve a passing score on the grade appropriate & subject area TAKS tests.</p> <p>Grades 1 - 8: 80% of students will score at or above their grade level on the STAR Reading Diagnostic Tests.</p> <p>Informal Assessment :Classroom Assessments - - (cont.) Grade 12: 100% of all students & all student groups will have accrued sufficient credits to graduate.</p>

Goal:8 Technology will be implemented & used to increase the effectiveness of student learning, instructional management, staff development, & administration.						
Objective(s): PK-12 Integrate technology into the instructional program.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>the G/T eligibility requirements.</p> <p>Strategy:</p> <p>Technology: Instructional Management --Instructional management software tools are used in the classroom which will allow teachers to track student performance as it relates to the TEKS, TAKS, and/or reading comprehension skills. These include the STAR Reading & Math Diagnostic assessments.</p> <p>The STAR assessments provide teachers with student assessment data, including grade equivalent performance in reading & math, as well as independent reading levels so that they may prescribe specific paths of study.</p> <p>Parents have access to Gradebook, an online site where they can view students' grades.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Federal - Title I, Part A - Professional & Contracted Services for Grade Book 1,200.00	<p>Informal Assessment :Other--12/09: Principals' review of teachers' Lesson Plans & support documentation will indicate that 65% of the teachers are using individual student data, generated through the use of technology, to differentiate instruction & prescribe specialized activities for Special Populations students--i.e.: G/T, Special Education, Dyslexic, etc.</p> <p>Informal Assessment :Other--(cont.) Principals' review of teachers' Lesson Plans & daily schedules will indicate that sufficient time is scheduled to support the acquisition of reading & math skills.</p>	Special Populations students, including Special Education, G/T, Students in an "at-risk" situation, 504, etc. are taking computer generated assessment instruments & working through self-paced activities & their teachers are taking the continuously updated student data & prescribing an equitable, & possibly unique, education for each student--based on individual needs that are being tracked & documented through a technological instructional management system.	<p>Informal Assessment :Classroom Assessments--05/10: All West Sabine ISD students will achieve the following:</p> <p>Prekindergarten: 80% will master 70% of the State's PK goals;</p> <p>Grades K - 2: 80% will score at least "Developed" on the four screening sections of the TPRI;</p> <p>Grades 3 - 11: 90% will achieve a passing score on the grade appropriate & subject area TAKS tests.</p> <p>Grades 1 - 8: 80% of students will score at or above their grade level on the STAR Reading Diagnostic Tests.</p> <p>Informal Assessment :Classroom Assessments--(cont.) Grade 12: 100% of all students & all student groups will have accrued sufficient credits to graduate.</p>

Goal:9 West Sabine ISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.						
Objective(s): PK-12 Reduce the number of discipline referrals in 2010. PK-12 Reduce the number of offenses due to tobacco, alcohol, & drugs in 2010.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology: Acceptable Use Policy --Every West Sabine ISD faculty member, student & parent having access to West Sabine ISD computers, networked &/or Internet connected, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students & a parent or legal guardian, as well as a Parent Permission Form. West Sabine ISD is in compliance with the Children's Internet Protection Act (CIPA).	8/2009 - 5/2010	Superintendent - Mike Pate	Local Funds - Acceptable Use Policy	Informal Assessment :Other-12/09: 100% of the faculty, students & parents at West Sabine ISD that will have technology access, will have on file an AUP, as well as a Parent Permission Form.	Responsible students, faculty members & parents with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Informal Assessment :Other-05/10: No incidents of the Acceptable Use Policy being broken.
Strategy: Drug, Alcohol, & Substance Abuse Program for Students, Parents, Staff, & Community --Annual review of tobacco, alcohol & other drug use incident data will be conducted by the districtwide Counselor & campus Principals, using the data to plan specific programs & activities. All campuses coordinate with community-wide efforts to achieve drug & violence prevention goals, as well as with other federal, state & local programs.	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Federal - Title IV-Safe & Drug-Free Schools and Communities - Contracted Drug Screenings 2,180.00	Informal Assessment :Other-12/09: Counselor's & Principals' Summary Reports will indicate that 80% of the West Sabine ISD students have a heightened awareness of the dangers of substance use & abuse. Substance use incidents declining.	A student body that does not suffer from substance use & abuse issues.	Informal Assessment :Other-05/10: Counselor's & Principals' Summary Reports will indicate that 95% of the West Sabine ISD students understand the dangers of substance use & abuse. District & campuswide policies against drug use & violence prevention will have been adopted. Substance abuse incidents have declined.

<p>Goal:9 West Sabine ISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.</p> <p>Objective(s): PK-12 Reduce the number of discipline referrals in 2010. PK-12 Reduce the number of offenses due to tobacco, alcohol, & drugs in 2010.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Safe Schools: Special Initiative --In an effort to promote "Safe Schools", West Sabine ISD will promote special initiatives & activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * National Red Ribbon Week, * DARE Program (6 week program for 6th graders), * Regularly scheduled fire drills, * Professional Development for Staff -- Crisis Prevention/Intervention which provides training on how to safely manage disruptive & assaultive behavior, * Fire Prevention Week, * Monthly Safe & Drug-Free Theme with Classroom Presentations & Curriculum, and * Board Policy on Dating Violence. 	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Coordinated Funds - Local & State - Time Contributions of Staff & Faculty	Informal Assessment :Other-12/09: Implementation records will indicate positive feedback from presenters & students regarding the effectiveness of the initiative.	Community & parental commitment to a "Safe School" environment promoting student learning & the positive development of our students into responsible & concerned citizens.	Informal Assessment :Other-05/10: A 25% decrease in incidents of school violence using the Principals' 2008 - 2009 reports as baseline data.

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<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) --The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving students' overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and 	8/2009 - 5/2010	Superintendent - Mike Pate	Local Funds - Time Contributions of Faculty & Staff	<p>Informal Assessment :Other-12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other-5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 3-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>

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8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.						

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<p>Strategy:</p> <p>Nutrition Program --West Sabine ISD follows nutrition guidelines that advance student health, reduce childhood obesity and promote the general wellness of all students through nutrition education, physical activity, and other school-based activities. The District has developed nutrition guidelines and wellness goals in consultation with the local school health advisory council (SHAC) and with involvement from representatives of the student body, school food service, school administration, the Board, parents and the public. The District ensures that:</p> <ol style="list-style-type: none"> 1. Nutrition guidelines for reimbursable school meals are at least as restrictive as federal regulations and guidance and that all foods available on each campus are in accordance with the Texas Public School Nutrition Policy. 2. Age-appropriate guidelines for food and beverages at classroom parties or school celebrations will be established. 3. Teachers will be provided with education and guidelines regarding the use of food as a reward in the classroom. 4. Students will receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors. 5. Nutrition education will be a Districtwide priority and will be integrated into other areas of the curriculum, as appropriate. 6. Staff responsible for nutrition education will be adequately prepared and will participate in professional development activities 	8/2009 - 5/2010	Food Service Director - Becky Ellison	Local Funds - Time Contributions of Food Services Staff	<p>Informal Assessment :Other- -12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment :Other- -5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 3-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>

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<p>to effectively deliver the program as planned.</p> <p>7. The food service staff, teachers and other school personnel will coordinate the promotion of nutrition messages in the cafeteria, the classroom and other appropriate settings.</p> <p>8. Educational nutrition information will be shared with families and the general public to positively influence the health of students and community members. (Local Policy FFA)</p> <p>Strategy: Health Services --In order to ensure that all students receive primary health care services and understand the importance of preventative care, West Sabine ISD offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health.</p> <p>Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.</p>	8/2009 - 5/2010	Nurse - Jo Ann Clark Nurse's Aide - Myrtie Ford	Federal - Title XIV-SFSF - Time Contributions of Nursing Staff FTE: 2.00 60,562.59	<p>Informal Assessment :Other-12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment :Other-5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 3-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>

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<p>Activity: Students with Special Needs --In accordance with HB 1322, teachers are provided with classroom resources for individual student health needs. These resources cover minor injuries or illnesses to serious disorders or are available to help teachers properly address student health issues, thereby increasing the likelihood of student success.</p>	8/2009 - 5/2010	Nurse - Jo Ann Clark Nurse's Aide - Myrtie Ford	Federal - Title XIV-SFSF - Time Contributions of Nursing Staff FTE: 2.00 60,562.59	<p>Informal Assessment :Other --12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other --5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 3-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>
<p>Activity: Pregnancy Related Services (PRS) --PRS is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <p>* the student is pregnant and attending classes on a district campus;</p> <p>* the pregnancy prenatal period prevents the student from attending classes on a district campus; and</p> <p>* the pregnancy postpartum period prevents the student from attending classes on a district campus.</p>	8/2009 - 5/2010	Nurse - Jo Ann Clark Nurse's Aide - Myrtie Ford	Federal - Title XIV-SFSF - Time Contributions of Nursing Staff FTE: 2.00 60,562.59	<p>Informal Assessment :Other --12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other --5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 3-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>

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Activity: School Based Medicaid --Through the School Health and Related Services Program (SHARS), West Sabine ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services, and special transportation. In order to be eligible, students must meet the following requirements: * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA); and * have Individual Education Plans (IEPs) that prescribe the needed services.	8/2009 - 5/2010	Nurse - Jo Ann Clark Nurse's Aide - Myrtie Ford	Federal - Title XIV-SFSF - Time Contributions of Nursing Staff FTE: 2.00 60,562.59	Informal Assessment :Other --12/09: 80% of students passing all benchmark and health-related assessments. 10% decrease in discipline referrals in comparison to 12/08. Decrease in health-related risk behaviors.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Informal Assessment :Other --5/10: 90% of students passing all health-related end of year assessments. 90% of students in grades 3-11 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.

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<p>Strategy:</p> <p>Healthy Environment --Physical and psychological surroundings often impact students' health, behavior and achievement. School climate and culture can influence how students feel about themselves, their peers and their capacity to achieve. West Sabine ISD promotes a safe and healthy environment free of bullying, harassment, discrimination or other external agents potentially detrimental to students' emotional, social, mental or physical health.</p> <p>The District has established the following goals in order to create an environment conducive to healthful eating and physical activity and to express a consistent wellness message through other school-based activities:</p> <ol style="list-style-type: none"> 1. Sufficient time will be allowed for students to eat meals in lunchroom facilities that are clean, safe and comfortable. 2. Wellness for students and their families will be promoted at suitable school activities. (Local Policy FFA) <p>Activity:</p> <p>Safe and Drug Free Schools and Communities --Title IV, Part A Safe and Drug-Free Schools and Communities funding is available to provide students with supplemental violence and drug prevention programs. West Sabine ISD conducts an annual needs assessment to determine how Title IV funds can best be utilized. Research-based activities are implemented and performance measures are prescribed to address identified student needs.</p>	8/2009 - 5/2010	Superintendent - Mike Pate	Local Funds - Time Contributions of Faculty & Staff	Informal Assessment :Other-12/09: 80% of students passing all benchmark and health-related assessments. 10% decrease in discipline referrals in comparison to 12/08. Decrease in health-related risk behaviors.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Informal Assessment :Other-5/10: 90% of students passing all health-related end of year assessments. 90% of students in grades 3-11 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.
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<p>Activity:</p> <p>Safety and Injury Prevention --The health and safety of West Sabine ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus, including professional development, drug and violence prevention, child abuse prevention, and the student code of conduct.</p>	8/2009 - 5/2010	Superintendent - Mike Pate	Local Funds - Time Contributions of Faculty & Staff	<p>Informal Assessment :Other --12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other --5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 3-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>
<p>Strategy:</p> <p>Counseling and Mental Health Services --Healthy living includes more than proper nutrition and physical strength and endurance. Mental, social and emotional well-being are equally important elements in childhood, adolescent and adult health. Overall fitness requires that each aspect of healthful living be addressed and cultivated. As a component of the CSHP, West Sabine ISD provides a School Guidance and Counseling Program to ensure that students receive comprehensive health care services.</p>	8/2009 - 5/2010	Counselor - Janet Ashmore	<p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57</p> <p style="text-align: right;">32,160.95</p>	<p>Informal Assessment :Other -12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other -5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 3-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>

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<p>Activity: School Guidance and Counseling --West Sabine ISD counselors are available to speak with students, parents and community members in both individual and group settings for assessments, interventions and/or referrals. In addition, counselors conduct classroom presentations on health and wellness, behavior, bullying, and any other issues impacting students' physical, mental, social and emotional well-being.</p> <p>Strategy: Staff Wellness --West Sabine ISD encourages faculty and staff to lead by example and improve their personal health status through health assessments, health education and fitness activities.</p>	8/2009 - 5/2010	Counselor - Janet Ashmore	Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95	<p>Informal Assessment :Other --12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other --5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 3-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>
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<p>Strategy:</p> <p>School, Parent and Community Involvement --Parents and community members are urged to become equal partners in their student's health and education at West Sabine ISD. The DPDMC, SHAC, PTO and various other committees and community-based organizations provide the opportunity for parents and community members to approach student education in a coordinated and integrated manner.</p>	8/2009 - 5/2010	Superintendent - Mike Pate	Local Funds - Time Contributions of Faculty & Staff	Informal Assessment :Other -12/09: 80% of students passing all benchmark and health-related assessments. 10% decrease in discipline referrals in comparison to 12/08. Decrease in health-related risk behaviors.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Informal Assessment :Other -5/10: 90% of students passing all health-related end of year assessments. 90% of students in grades 3-11 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.
<p>Activity:</p> <p>School Health Advisory Council (SHAC) --The School Health Advisory Council (SHAC) monitors existing school health initiatives and recommends new programs to promote student health. Members meet at least four times a year to collaborate with parents and community members to ensure community values are reflected in the health education curriculum of West Sabine ISD. The SHAC is responsible for recommending the number of hours of instruction to be provided in health education; the appropriate grade-level health and physical education curriculum; the appropriate grade levels and methods of instruction for human sexuality instruction and substance use prevention; and coordinating the school health program by integrating health and physical education curriculum with school health services, counseling and guidance services, safe and healthy environment activities, and school employee wellness (TEC §28.004).</p>	8/2009 - 5/2010	Superintendent - Mike Pate	Local Funds - Time Contributions of SHAC Members	Informal Assessment :Other - --12/09: 80% of students passing all benchmark and health-related assessments. 10% decrease in discipline referrals in comparison to 12/08. Decrease in health-related risk behaviors.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Informal Assessment :Other - --5/10: 90% of students passing all health-related end of year assessments. 90% of students in grades 3-11 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.

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<p>Strategy:</p> <p>Physical Education --West Sabine ISD provides a physical education curriculum for students in grades K-12 that is sequential, developmentally appropriate, and addresses the Texas Essential Knowledge and Skills for Physical Education through various fitness areas. The curriculum is designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.</p> <p>In compliance with state time mandates, students in grades K-5 will participate in at least 30 minutes per day or 135 minutes per week of physical activity; students in grades 6-8 will participate in at least 30 minutes per day of physical activity for at least four semesters; and students in grades 9-12 will be required to earn at least one physical education credit in order to graduate.</p> <p>The District has established the following goals for physical education and activity:</p> <ol style="list-style-type: none"> 1. The District will provide an environment that fosters safe and enjoyable fitness activities for all students, including those who are not participating in competitive sports. 2. Physical education class will regularly emphasize moderate to vigorous activity. 3. The District will encourage teachers to integrate physical activity into the academic curriculum where appropriate. (Local Policy FFA) 	8/2009 - 5/2010	Physical Education Teacher - Jeanette Golden	Local Funds - Time Contributions of Physical Education Staff	<p>Informal Assessment :Other-12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment :Other-5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 3-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>

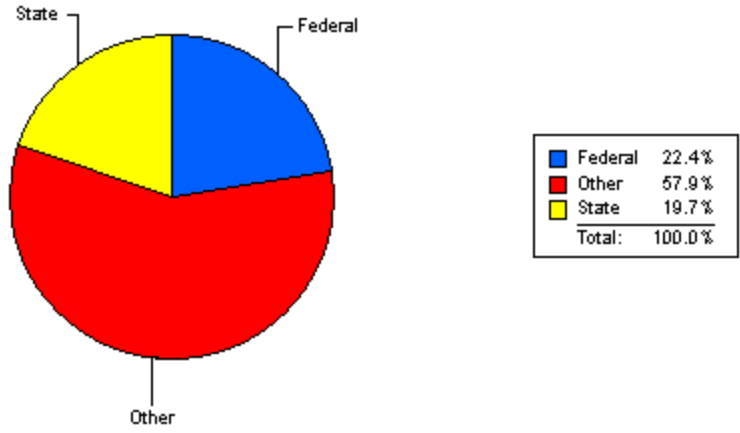
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Fitnessgram Assessment --As mandated by the Physical Fitness Assessment Initiative (PFAI), students' levels of physical fitness are annually assessed to determine if any correlation exists between academic achievement, attendance, obesity, disciplinary problems and school meal programs. The Fitnessgram assessment includes various measures of aerobic capacity, muscular strength, muscular endurance, flexibility and body composition. Scores are compared to criterion-referenced Healthy Fitness Zone standards, which are based on the level of fitness needed to maintain or acquire good health. Instructional modifications can be made to accommodate Special Population students or address areas of weakness as necessary based on the results.</p>	8/2009 - 5/2010	Physical Education Teacher - Jeanette Golden	Local Funds - Time Contributions of Physical Education Staff	<p>Informal Assessment :Other --12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other --5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 3-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>
<p>Strategy:</p> <p>Health Education --As a component of the CSHP, Health Education is provided to all students. Courses are designed to provide a sequential, increasingly complex system of health-related instruction that will allow students to demonstrate an urbane understanding of personal, environmental and consumer health as well as safety, prevention, nutrition, disease control and substance abuse. The curriculum is entirely related to health education with its own goals, philosophies and TEKS.</p>	8/2009 - 5/2010	Superintendent - Mike Pate	Local Funds - Time Contributions of Faculty & Staff	<p>Informal Assessment :Other-12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other-5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 3-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>

Goal:10 **Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention &/or discipline management, dropout prevention, &/or pregnancy related services.**
Objective(s): PK-6 Appropriate programs will be provided to meet student needs & prevent crisis situations.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Crisis Management Plan --A Crisis Management Plan (CMP) is in place on each campus, supported by the district's Student Code of Conduct, discipline management techniques & necessary safety equipment.</p>	8/2009 - 5/2010	Elementary Principal - Pamela Edwards High School Principal - Mike Ogden	Coordinated Funds - Local & State - Time Contributions of Staff & Faculty	Informal Assessment :Other-12/09: Decrease in infractions of the Student Code of Conduct.	A district that is taking a proactive step in the prevention & intervention of serious behavioral problems.	Informal Assessment :Other-05/10: Continued decrease in infractions of Student Code of Conduct.
<p>Strategy: Guidance & Counseling Program --A comprehensive Guidance & Counseling program is implemented at West Sabine ISD that promotes a safe & disciplined environment for all students, parents & faculty. These activities include:</p> <ol style="list-style-type: none"> 1) Guidance curriculum focusing on responsible behavior; 2) Responsive services in prevention & intervention areas; 3) Individual Planning, including Adaptive & Adjustive Social Behavior; and 4) Coordinating program & staff support activities & services. 	8/2009 - 5/2010	Counselor - Janet Ashmore High School Counseling Intern - Samantha Burrow	<p>Local Funds - Time Contributions of Counselors 35,620.78</p> <p>Federal - Title XIV-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</p>	Informal Assessment :Other-01/10: A decline in the number of discipline referrals as compared to 01/09.	<p>Guidance & Counseling Services will have a positive impact on students' achievement & social well being.</p> <p>Students will be actively participating in the learning process.</p>	Informal Assessment :Other-05/10: A 25% decrease in incidents of school violence using the Principals' 2009 - 2010 reports as baseline data.

Funding Values By Program



District Improvement Plan
West Sabine ISD 2009-2010

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
State Bilingual Supplement Block Grant	0.00	1,298.00
Title I, Part A		
Region VII Personnel Services Cooperative	0.00	700.00
Region VII Professional Development Cooperative	0.00	2,288.09
Region VII Math & Science Cooperative	0.00	0.00
Region VII Contracted Professional Development	0.00	7,301.09
Travel, Registration & Fees	0.00	10,000.00
Region VII Contracted Professional Development	0.00	7,301.09
Contracted Professional Development	0.00	13,000.00
Region VII Data Management Assessment Cooperative (DMAC)	0.00	5,013.00
Technology Supplies	0.00	4,488.00
Professional & Contracted Services for Grade Book	0.00	1,200.00

District Improvement Plan
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Funding Values By Program

Federal	FTE	DollarValue
Title I, Part A		
Contracted Professional Development	0.00	10,000.00
Supplemental Supplies & Materials	0.00	330.00
Travel & Registration	0.00	10,000.00
Contracted Professional Development	0.00	10,000.00
Region VII ESC Contracted Professional Development Services	0.00	7,301.09
Contracted Services-SECCA, Inc.	0.00	3,740.00
Extra Duty pay for Summer School Teachers	0.00	8,000.00
Supplies & Materials Resources	0.00	1,000.00
Region VII Contracted Professional Development	0.00	7,301.09
Contracted Professional Development	0.00	13,000.00
Region VII Contracted Professional Development	0.00	7,301.09
Region VII Data Management Assessment Cooperative (DMAC)	0.00	5,013.00
Study Island Software	0.00	8,295.03
TAKS Tutorials Substitutes	0.00	9,102.50
Time Contributions of TAKS Math & Science Teachers	0.29	15,940.57
Extra Duty Pay for Teachers	0.00	14,884.30
Time Contributions of Math & Science Tutorial Teacher	0.14	5,537.99
Extra Duty Pay for Bus Driver/Summer Session	0.00	960.00
Accelerated Intervention Math Teacher	0.50	24,723.37
Accelerated Intervention Reading Aide	1.00	25,194.16
Study Island Software	0.00	8,295.03
Travel & Registration	0.00	10,000.00
Contracted Professional Development	0.00	13,000.00
Travel & Registration	0.00	10,000.00
Contracted C-Scope Professional Development	0.00	3,000.00

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A-ARRA		
Contracted Services-SECCA, Inc.	0.00	1,860.00
Signing Bonuses	0.00	29,702.70
Science & Math Stipends	0.00	16,501.51
Title II Part D ARRA		
Technology Resources	0.00	2,805.00
Contracted Services-SECCA, Inc.	0.00	100.00
Title II, Part A - TPTR		
Time Contributions of CSR Teacher	0.91	34,500.82
Region VII Contracted Professional Development for Instructional Technology	0.00	3,379.00
Region VII Contracted Professional Development for Instructional Technology	0.00	3,379.00
Region VII Contracted Professional Development for Instructional Technology	0.00	3,379.00
Region VII Contracted Professional Development for Instructional Technology	0.00	3,379.00
Region VII Contracted Services for Instructional Technology	0.00	3,379.00
Contracted Services with Region VII for Instructional Technology	0.00	3,379.00
Time Contributions of 5th Grade Self-Contained Teacher	0.74	35,073.25
Contracted Services with Region VII for Instructional Technology	0.00	3,379.00
Title II, Part D - Technology		
Region VII Contracted Professional Development for Instructional Technnology	0.00	1,468.00
Technology Resources	0.00	100.00
Contracted Services with Region VII for Instructional Technology	0.00	1,468.00
Region VII Contracted Services for Instructional Technology	0.00	1,468.00
Region VII Contracted Professional Development for Instructional Technology	0.00	1,468.00
Region VII Contracted Professional Development for Instructional Technology	0.00	1,468.00
Region VII Contracted Professional Development for Instructioal Technology	0.00	1,468.00

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title II, Part D - Technology		
Contracted Services with Region VII for Instructional Technology	0.00	1,468.00
Contracted Services-SECCA, Inc.	0.00	45.00
Title IV, SDFSCA		
Contracted Services-SECCA, Inc.	0.00	44.00
Random Drug Screening for Students	0.00	2,180.00
Title IV-Safe & Drug-Free Schools and Communities		
Contracted Random Drug Screening for Students	0.00	2,180.00
Contracted Drug Screenings	0.00	2,180.00
Title XIV-SFSF		
Special Education COOP Fees	0.00	68,974.00
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Nursing Staff	2.00	60,562.59
Special Education COOP Fees	0.00	68,974.00
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Contracted Services-SECCA, Inc.	0.00	3,169.00
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Nursing Staff	2.00	60,562.59

District Improvement Plan
West Sabine ISD 2009-2010

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title XIV-SFSF		
Time Contributions of Library Aides	2.00	46,411.64
Time Contributions of Counselors	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Special Education COOP Fees	0.00	68,974.00
Time Contributions of Nursing Staff	2.00	60,562.59
Time Contributions of Nursing Staff	2.00	60,562.59
Time Contributions of Nursing Staff	2.00	60,562.59
Time Contributions of Counselor	0.57	32,160.95
		<u>1,519,600.56</u>
Other		
	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds - Local & State		
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Committee Members	0.00	0.00
Sabine County SPED Coop	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Coordinated Funds - Local, State, & Federal		
Time Contributions of Staff & Faculty	0.00	0.00

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds -		
Local, State, & Federal		
See Individual Activities	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
See Individual Activities	0.00	0.00
See Individual Activities	0.00	0.00
Time Contributions of Staff & Committee Members	0.00	0.00
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Local Funds		
Testing Resources	0.00	1,000.00
Testing Resources	0.00	1,000.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Faculty & Staff	0.00	0.00
Testing Resources	0.00	2,500.00
Time Contributions of Counselors	0.00	35,620.78
Testing Resources	0.00	2,500.00
Time Contributions of Counseling Staff	0.00	35,620.78
Testing Resources	0.00	2,500.00
Time Contributions of Dyslexia Teacher	0.00	0.00

District Improvement Plan
West Sabine ISD 2009-2010

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Testing Resources	0.00	2,500.00
Time Contributions of Counselors	0.00	35,620.78
Testing Resources	0.00	2,500.00
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of Physical Education Staff	0.00	0.00
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of Food Services Staff	0.00	0.00
Workshop Fees	0.00	2,000.00
Technology Supplies	0.00	30,000.00
Time Contributions of Administration	0.00	263,341.00
Region VII Professional & Contracted Resources	0.00	18,706.00
AP Testing Fees	0.00	500.00
Time Contributions of Counselors	0.00	35,620.78
Testing Resources	0.00	2,500.00
Testing Resources	0.00	2,500.00
Time Contributions of Counselors	0.00	35,620.78
Time Contributions of Counselors	0.00	35,620.78
Acceptable Use Policy	0.00	0.00
Travel Expenses for Technology Director	0.00	500.00
Time Contributions of Technology Staff	0.00	102,137.00
Technology Supplies	0.00	30,000.00

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Contracted Test Scoring	0.00	1,700.00
Time Contributions of Superintendent	0.00	143,300.00
Time Contributions of Foundation Teachers & Aides	0.00	1,876,903.00
Textbooks & Supplies	0.00	25,000.00
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Counselors	0.00	35,620.78
Testing Resources	0.00	2,500.00
Workshop Fees	0.00	2,000.00
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Extracurricular Staff	0.00	219,094.00
Professional & Contracted Resources	0.00	22,000.00
UIL Supplies & Materials Resources	0.00	58,000.00
UIL Awards & Travel Expenses	0.00	58,150.00
Time Contributions of Counselors	0.00	102,039.00
Time Contributions of Staff & Faculty	0.00	11,890.00
Contracted Professional Development	0.00	5,110.00
GEAR UP Supplies & Materials	0.00	5,000.00
Travel Expenses	0.00	13,000.00
Workshop Fees	0.00	2,000.00
Time Contributions of Dyslexia Teachers	0.00	0.00
Time Contribution of Counselors	0.00	35,620.78
Awards	0.00	2,000.00
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of SHAC Members	0.00	0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Physical Education Staff	0.00	0.00
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of Faculty & Staff	0.00	0.00
Workshop Fees	0.00	2,000.00
Time Contributions of Content Mastery Staff	0.00	0.00
Contracted Test Scoring	0.00	1,000.00
Contracted Test Scoring	0.00	1,000.00
Contracted Test Scoring	0.00	1,000.00
Contracted Test Scoring	0.00	500.00
Contracted Test Scoring for Special Education	0.00	200.00
Contracted Services-SECCA, Inc.	0.00	7,835.00
Time Contributions of CTE Staff	0.00	182,223.00
Contracted Test Scoring	0.00	1,000.00
Contracted Test Scoring	0.00	1,000.00
Child Find Resources	0.00	0.00
Time Contributions of Counselors	0.00	35,620.78
Time Contributions of Counselors	0.00	35,620.78
Time Contributions of Counselors	0.00	35,620.78
Time Contributions of Counselors	0.00	35,620.78
Time Contributions of Counselors	0.00	35,620.78
Time Contributions of Counselors	0.00	35,620.78
Workshop Fees	0.00	2,000.00
Time Contributions of Counselors	0.00	35,620.78
Contracted Services for Test Scoring	0.00	1,700.00
Testing Materials	0.00	2,500.00

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West Sabine ISD 2009-2010

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Travel & Subsistence	0.00	1,000.00
Time Contributions of Nursing Staff	0.00	64,236.00
Medical Supplies	0.00	2,000.00
Travel Expenses	0.00	200.00
Time Contributions of Library Staff	0.00	57,499.00
Professional & Contracted Resources for Athena Software	0.00	500.00
Library Resources	0.00	6,500.00
		<u>3,918,735.65</u>
State	<u>FTE</u>	<u>DollarValue</u>
ARI/AMI		
Extra Duty Pay for Tutorials	0.00	5,999.84
Supplemental Supplies & Materials	0.00	21,761.00
Professional Development Travel and Registration	0.00	10,500.00
Bilingual Education Block Grant	0.00	1,298.00
State & Local Funds		
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of Faculty & Staff	0.00	0.00
State Career and Technology Education Block Grant		
Travel Expenses	0.00	9,000.00
Supplies & Materials	0.00	10,000.00
Time Contributions of CTE Staff	0.00	182,223.00

District Improvement Plan
West Sabine ISD 2009-2010

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Career and Technology Education Block Grant		
Supplies & Materials Resources	0.00	10,000.00
Travel Expenses	0.00	9,000.00
State Compensatory Education (SCE)		
Extra Duty Pay for Summer School Teachers	0.00	35,391.00
Time Contributions of Prekindergarten Staff	3.00	83,014.23
Time Contributions of Technology Lab Aide	1.00	23,352.55
Time Contributions of Math Intervention Aide	1.00	22,983.16
Time Contributions of Supplemental Reading Teacher	0.57	26,473.55
Scientifically Validated Supplies and Materials	0.00	18,442.00
Time Contributions of TAKS Enrichment Teachers	1.43	58,295.65
Contracted Services with Region VII for Bundles Services	0.00	25,000.00
Time Contributions of 5th Grade Self-Contained Teacher	0.26	11,676.78
Time Contributions of Prekindergarten Staff	3.00	83,014.23
Time Contributions of Prekindergarten Staff	3.00	83,014.23
Time Contributions of PK Teachers & Aides	3.00	83,014.23
Time Contributions of Prekindergarten Staff	3.00	83,014.23
Scientifically Validated Supplies & Materials	0.00	36,884.00
Region VII ESC Bundles Services	0.00	25,000.00
Time Contributions of CSR Teacher	0.09	3,018.63
Time Contributions of Tutorial Staff	0.27	12,202.76
Contracted Services-SECCA, Inc.	0.00	9,596.00
Time Contributions of Library Aides	1.40	34,207.68
Accelerated Intervention Math Teacher	0.20	9,227.29

District Improvement Plan
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Funding Values By Program

State	FTE	DollarValue
State Gifted & Talented Block Grant		
Time Contributions of G/T Staff	0.00	14,271.00
G/T Supplies	0.00	1,000.00
AP Supplies	0.00	500.00
Travel Expenses	0.00	1,100.00
Supplies & Materials Resources	0.00	1,000.00
State Special Education Block Grant		
Contracted Special Education Testing	0.00	200.00
Supplies & Materials Resources	0.00	2,000.00
Supplies & Materials	0.00	2,000.00
Travel & Subsistence	0.00	1,000.00
Time Contributions of Special Education Staff	0.00	247,957.00
Special Education Supplies & Materials Resources	0.00	2,000.00
Travel & Subsistence	0.00	1,000.00
State Technology Block Grant		
	0.00	17,506.00
Student Success Initiative Grant		
Accelerated Intervention Math Teacher	0.30	13,938.23
		<u>1,332,076.27</u>
Grand Total:		6,770,412.48