

West Sabine Elementary School 2009-2010

Campus Improvement Plan

2009-2010 School Year

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Edwards, Travis	Superintendent	West Sabine ISD	
Edwards, Pamela	Principal	West Sabine Elementary School	

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Names of People Responsible For Implementation

Name	Title	Campus / District
Pate, Mike	Superintendent	West Sabine ISD
Maddox, Eric	Technology Director	West Sabine ISD
Jay, Tina	4th Grade Teacher	West Sabine Elementary School
Simmons, Joe	Transportation Director	West Sabine ISD
Lowe, Shelia	Reading Aide	West Sabine Elementary School
Clark, Joann	Nurse	West Sabine Elementary School
Brownlee, Paige	4th Grade Math/Science Teacher	West Sabine Elementary School
Fuller, Stacy	3rd Grade Math Teacher	West Sabine Elementary School
McDaniel, Brenda	Special Education Aide	West Sabine Elementary School
Stanley, Jodi	5th/6th Grade Math	West Sabine Elementary School
Bryce, Doris	Library Aide	West Sabine Elementary School
Anderson, Barry	Assistant Band Director	West Sabine Elementary School
Mitchell, Sherry	Attendance Clerk	West Sabine Elementary School
Wolford, Deana	1st Grade Teacher	West Sabine Elementary School
Wright, Robin	4th Grade Teacher	West Sabine Elementary School
Blout, Brenda	Instructional Aide	West Sabine Elementary School
Ford, Myrtie	Nurse's Aide	West Sabine Elementary School
Ellison, Becky	FS Director	West Sabine ISD
Powell, Carla	Human Resources	West Sabine Elementary School
Smith, Roberta	Assistant Tech	West Sabine Elementary School
Ellison, Becky	Food Service Director	West Sabine ISD
Ebarb, Tina	Business Office	West Sabine ISD
Edwards, Pamela	Principal	West Sabine Elementary School
Oliver, Carole	Secretary	West Sabine Elementary School

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Names of People Responsible For Implementation

Name	Title	Campus / District
Ashmore, Janet	Counselor	West Sabine Elementary School
Taylor, Pamela	Librarian	West Sabine ISD
	Classroom Teachers	
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
Frick, Kandace	Kindergarten Teacher	West Sabine Elementary School
Muncrief, Crystal	Kindergarten Teacher	West Sabine Elementary School
Smith, Cindy	Kindergarten Teacher	West Sabine Elementary School
Roddam, Kellie	First Grade Teacher	West Sabine Elementary School
Lacey, Elaine	1st Grade Teacher	West Sabine Elementary School
Kilcrease, Susan	Second Grade Teacher	West Sabine Elementary School
Sepulvado, Holly	Second Grade Teacher	West Sabine Elementary School
Welch, Nancy	Second Grade Teacher	West Sabine Elementary School
Metcalf, Deanna	Third Grade Teacher	West Sabine Elementary School
Wolford, Deana	Third Grade Teacher	West Sabine Elementary School
Anderson, Sheila	Fourth Grade Teacher	West Sabine Elementary School
Whitton, Rebecca	Fourth Grade Teacher	West Sabine Elementary School
Wright, Robin	Fourth Grade Teacher	West Sabine Elementary School
Gilder, Carnelius	Fifth Grade Teacher	West Sabine Elementary School
Ozan, Dana	Fifth Grade Teacher	West Sabine Elementary School
Little, Kay	Accelerated Math Teacher	West Sabine Elementary School
Welch, Elizabeth	Sixth Grade Teacher	West Sabine Elementary School

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Names of People Responsible For Implementation

Name	Title	Campus / District
Lee, Shannon	Fine Arts Teacher	West Sabine Elementary School
Golden, Jeanette	Physical Education Teacher	West Sabine ISD
Kilcrease, Susan	GT Teacher	West Sabine Elementary School
Wright, Robin	Dyslexic Teacher	
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
Whitton, Rebecca	ESL Teacher	West Sabine Elementary School
Sowell, Mary Lou	Technology Lab Aide	West Sabine Elementary School
	DPDMC	
	DPDMC & SBDMC	
	SBDMC	

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Attendance

Attendance

Goal: **97%**

	2006	2007	2008	2010	2011	2012	2013	2014
All Students	96.30	95.50	95.50	95.80	96.10	96.40	96.70	97.00
African American	97.60	96.90	97.70	97.70	97.70	97.70	97.70	97.70
Economically Disadvantaged	96.20	95.60	95.50	95.80	96.10	96.40	96.70	97.00
Female	96.30	95.50	95.40	95.72	96.04	96.36	96.68	97.00
Male	96.20	95.60	95.50	95.80	96.10	96.40	96.70	97.00
Special Education	95.90	93.70	93.90	94.52	95.14	95.76	96.38	97.00
White	96.10	95.40	95.30	95.64	95.98	96.32	96.66	97.00

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Retention

Goal: **0%**

Retention

	2009	2010	2011	2012
Grade 1	9.10	6.07	3.03	0.00
Grade 3	21.40	14.27	7.13	0.00
Grade 4	4.30	2.87	1.43	0.00
Grade 5	11.40	7.60	3.80	0.00

Campus Improvement Plan
West Sabine Elementary School 2009-2010

TAKS

Grade: **3rd** **All Tests Taken** Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	44.00	57.00	78.00	80.40	82.80	85.20	87.60	90.00
African American	20.00	0.00	0.00	34.00	48.00	62.00	76.00	90.00
Economically Disadvantaged	42.00	63.00	77.00	79.60	82.20	84.80	87.40	90.00
Female	46.00	61.00	76.00	78.80	81.60	84.40	87.20	90.00
Male	40.00	52.00	80.00	82.00	84.00	86.00	88.00	90.00
White	47.00	55.00	77.00	79.60	82.20	84.80	87.40	90.00

Grade: **3rd** **TAKS Math** Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	46.00	63.00	81.00	82.80	84.60	86.40	88.20	90.00
African American	20.00	0.00	0.00	34.00	48.00	62.00	76.00	90.00
Economically Disadvantaged	46.00	69.00	82.00	83.60	85.20	86.80	88.40	90.00
Female	50.00	70.00	83.00	84.40	85.80	87.20	88.60	90.00
Male	40.00	55.00	78.00	80.40	82.80	85.20	87.60	90.00
White	50.00	61.00	80.00	82.00	84.00	86.00	88.00	90.00

Grade: **3rd** **TAKS Reading** Goal: **Exemplary**

Campus Improvement Plan
West Sabine Elementary School 2009-2010

TAKS

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	76.00	75.00	92.00	92.00	92.00	92.00	92.00	92.00
African American	80.00	0.00	0.00	82.00	84.00	86.00	88.00	90.00
Economically Disadvantaged	71.00	81.00	90.00	90.00	90.00	90.00	90.00	90.00
Female	74.00	78.00	93.00	93.00	93.00	93.00	93.00	93.00
Male	79.00	71.00	92.00	92.00	92.00	92.00	92.00	92.00
White	75.00	74.00	92.00	92.00	92.00	92.00	92.00	92.00

Grade: **4th** **All Tests Taken** Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	47.00	62.00	50.00	58.00	66.00	74.00	82.00	90.00
African American	0.00	43.00	0.00	52.40	61.80	71.20	80.60	90.00
Economically Disadvantaged	36.00	61.00	55.00	62.00	69.00	76.00	83.00	90.00
Female	68.00	59.00	52.00	59.60	67.20	74.80	82.40	90.00
Male	24.00	65.00	47.00	55.60	64.20	72.80	81.40	90.00
Special Education	0.00	80.00	0.00	82.00	84.00	86.00	88.00	90.00
White	48.00	64.00	47.00	55.60	64.20	72.80	81.40	90.00

Grade: **4th** **TAKS Math** Goal: **Exemplary**

Campus Improvement Plan
West Sabine Elementary School 2009-2010

TAKS

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	65.00	67.00	69.00	73.20	77.40	81.60	85.80	90.00
African American	0.00	57.00	0.00	63.60	70.20	76.80	83.40	90.00
Economically Disadvantaged	52.00	69.00	76.00	78.80	81.60	84.40	87.20	90.00
Female	79.00	65.00	67.00	71.60	76.20	80.80	85.40	90.00
Male	47.00	70.00	73.00	76.40	79.80	83.20	86.60	90.00
White	68.00	68.00	68.00	72.40	76.80	81.20	85.60	90.00

Grade: **4th** **TAKS Reading** Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	86.00	85.00	67.00	71.60	76.20	80.80	85.40	90.00
African American	0.00	71.00	0.00	74.80	78.60	82.40	86.20	90.00
Economically Disadvantaged	81.00	86.00	72.00	75.60	79.20	82.80	86.40	90.00
Female	99.00	84.00	67.00	71.60	76.20	80.80	85.40	90.00
Male	69.00	85.00	67.00	71.60	76.20	80.80	85.40	90.00
Special Education	0.00	80.00	0.00	82.00	84.00	86.00	88.00	90.00
White	88.00	87.00	65.00	70.00	75.00	80.00	85.00	90.00

Grade: **4th** **TAKS Writing** Goal: **Exemplary**

Campus Improvement Plan
West Sabine Elementary School 2009-2010

TAKS

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	64.00	88.00	88.00	88.40	88.80	89.20	89.60	90.00
African American	0.00	71.00	0.00	74.80	78.60	82.40	86.20	90.00
Economically Disadvantaged	62.00	83.00	93.00	93.00	93.00	93.00	93.00	93.00
Female	81.00	90.00	99.00	99.00	99.00	99.00	99.00	99.00
Male	47.00	84.00	73.00	76.40	79.80	83.20	86.60	90.00
White	67.00	91.00	87.00	87.60	88.20	88.80	89.40	90.00

Grade: **5th** **All Tests Taken** Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	47.00	41.00	49.00	57.20	65.40	73.60	81.80	90.00
Economically Disadvantaged	49.00	34.00	40.00	50.00	60.00	70.00	80.00	90.00
Female	48.00	56.00	44.00	53.20	62.40	71.60	80.80	90.00
Male	46.00	21.00	55.00	62.00	69.00	76.00	83.00	90.00
Special Education	1.00	0.00	0.00	18.80	36.60	54.40	72.20	90.00
White	48.00	43.00	53.00	60.40	67.80	75.20	82.60	90.00

Grade: **5th** **TAKS Math** Goal: **Exemplary**

Campus Improvement Plan
West Sabine Elementary School 2009-2010

TAKS

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	69.00	59.00	61.00	66.80	72.60	78.40	84.20	90.00
Economically Disadvantaged	71.00	55.00	56.00	62.80	69.60	76.40	83.20	90.00
Female	60.00	72.00	54.00	61.20	68.40	75.60	82.80	90.00
Male	78.00	42.00	70.00	74.00	78.00	82.00	86.00	90.00
White	67.00	63.00	67.00	71.60	76.20	80.80	85.40	90.00

Grade: **5th** **TAKS Reading** Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	74.00	70.00	72.00	75.60	79.20	82.80	86.40	90.00
Economically Disadvantaged	77.00	71.00	66.00	70.80	75.60	80.40	85.20	90.00
Female	84.00	80.00	67.00	71.60	76.20	80.80	85.40	90.00
Male	64.00	56.00	79.00	81.20	83.40	85.60	87.80	90.00
White	75.00	70.00	76.00	78.80	81.60	84.40	87.20	90.00

Grade: **5th** **TAKS Science** Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	71.00	67.00	64.00	69.20	74.40	79.60	84.80	90.00
Economically Disadvantaged	69.00	57.00	60.00	66.00	72.00	78.00	84.00	90.00
Female	62.00	72.00	52.00	59.60	67.20	74.80	82.40	90.00
Male	81.00	61.00	79.00	81.20	83.40	85.60	87.80	90.00
Special Education	20.00	0.00	0.00	34.00	48.00	62.00	76.00	90.00
White	71.00	70.00	68.00	72.40	76.80	81.20	85.60	90.00

Campus Improvement Plan
West Sabine Elementary School 2009-2010

TAKS

Grade: **6th** **All Tests Taken** Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	79.00	80.00	64.00	69.20	74.40	79.60	84.80	90.00
Economically Disadvantaged	78.00	80.00	67.00	71.60	76.20	80.80	85.40	90.00
Female	77.00	77.00	71.00	74.80	78.60	82.40	86.20	90.00
Male	82.00	84.00	53.00	60.40	67.80	75.20	82.60	90.00
White	80.00	81.00	65.00	70.00	75.00	80.00	85.00	90.00

Grade: **6th** **TAKS Math** Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	79.00	82.00	67.00	71.60	76.20	80.80	85.40	90.00
Economically Disadvantaged	78.00	83.00	70.00	74.00	78.00	82.00	86.00	90.00
Female	77.00	81.00	71.00	74.80	78.60	82.40	86.20	90.00
Male	82.00	84.00	60.00	66.00	72.00	78.00	84.00	90.00
White	80.00	83.00	68.00	72.40	76.80	81.20	85.60	90.00

Grade: **6th** **TAKS Reading** Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	97.00	98.00	97.00	97.00	97.00	97.00	97.00	97.00
Economically Disadvantaged	96.00	97.00	96.00	96.00	96.00	96.00	96.00	96.00
Female	99.00	96.00	99.00	99.00	99.00	99.00	99.00	99.00
Male	94.00	99.00	93.00	93.00	93.00	93.00	93.00	93.00
White	97.00	98.00	97.00	97.00	97.00	97.00	97.00	97.00

Demographics

2008-2009 Enrollment EE-6th

Early Childhood:	0	[4 years old]
Prekindergarten:	43	11.4%
Kindergarten:	36	9.50%
First Grade:	53	14.0%
Second Grade:	43	11.4%
Third Grade:	61	16.1%
Fourth Grade:	43	11.4%
Fifth Grade:	53	14.0%
Sixth Grade:	46	12.2%

2007-2008 Enrollment EE-6th

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	

2008-2009 Ethnic Distribution EE-6th

African American	31	8.2%
Hispanic	4	1.1%
White	343	90.7%
Native American	0	0.0%
Asian/Pac. Islander	0	0.0%

2007-2008 Ethnic Distribution EE-6th

African American	34	8.9%
Hispanic	1	0.3%
White	348	90.9%
Native American	0	0.0%
Asian/Pac. Islander	0	0.0%

Campus Improvement Plan
West Sabine Elementary School 2009-2010

2008-2009 Economically Disadvantaged EE-6th: 275 72.8%
2007-2008 Economically Disadvantaged EE-6th: 261 68.1%

2008-2009 Limited English Proficient EE-6th: 3 0.8%
2007-2008 Limited English Proficient EE-6th: 2 0.5%

2008-2009 Students w/Disciplinary Placements EE-6th: 5 1.2%
2007-2008 Students w/Disciplinary Placements EE-6th: 0 0.0%

2008-2009 Students Meeting State-Adopted "At-Risk" Criteria EE-6th: 158 41.8%
2007-2008 Students Meeting State-Adopted "At-Risk" Criteria EE-6th: 94 24.5%

2008-2009 Mobility EE-6th: 37 11.2%
2007-2008 Mobility EE-6th: 45 14.8%

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

2007-2008 Students per Teacher

K: 15.0
1st: 14.7
2nd: 16.3
3rd: 17.0
4th: 18.7
5th: 16.7
6th: 20.0

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

It is the goal of educators at our school to equip each child regardless of cultural backgrounds, with the essential academic skills to survive in our changing society, & to provide realistic approaches to technology that will allow our students to contribute to society in the future.

Needs Assessment Summary

West Sabine Elementary Needs Assessment Summary

West Sabine Elementary 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 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.

Student Strengths and Needs:

Reading: The campus passing rate for the third grade TAKS Reading test increased from 75% in 2008 to 92% in 2009 and met or exceeded State and district standards. In addition, all reported student subpopulations increased their scores from the previous year. All reported groups (White, Male, Female and Economically Disadvantaged) met or surpassed the State average, and only one group (Economically Disadvantaged) failed to meet the district average.

Fourth grade student scores plunged across the board in 2009, ranging from 65% to 72%. Although the Campus and three groups (Male, Female, and Economically Disadvantaged) met the district average, all groups fell well below the State average. African American and Special Education students had masked scores in 2009, but earned 2008 averages of 71% and 80%, respectively.

Fifth grade TAKS Reading averages varied in 2009, with some groups making gains and others falling behind. The Campus (72%) as well as the White (79%) and Male (76%) student groups earned higher scores than the previous year and met or exceeded the district average. Two groups (Female and Economically Disadvantaged) decreased their scores in 2009 to 67% and 66%, respectively. Although some groups made improvement, no student subpopulation met the State average.

Sixth grade TAKS Reading averages remained fairly stable from 2008 to 2009. The Campus (97%) as well as the White (97%) and Female (> 99%) student groups met or exceeded State and district averages. Economically Disadvantaged students earned a slightly lower score than the previous year but still surpassed the State average. Only one group (Male) failed to meet either State or district standards.

Writing: The fourth grade as a whole maintained a TAKS Writing average of 88%, meeting the district average but falling short of the State average. Female and Economically Disadvantaged students were the only groups to exceed both State and district standards. The percentage of White and Male students who met the minimum expectations on the writing test decreased from the previous year. All other student groups had masked scores to protect anonymity due to low participation rates.

Math: The third grade TAKS Math scores in 2009 ranged from 78% to 83%, with each reported student group making notable gains. The White student average increased from 61% to 80%; the Male student average improved from 55% to 78%; Female students improved from 70% to 83%; and Economically Disadvantaged students improved from 69% to 82%. Despite the overall improvement in scores, only the Female and Economically Disadvantaged student groups met the district average. All reported student groups failed to meet State standards.

The Campus and all reported student subgroups either maintain or slightly improved their averages on the fourth grade TAKS Math test. The Campus as well as the Male and Economically Disadvantaged student groups met or exceeded the district average. Despite the overall improvement, no group met State standards.

The fifth grade TAKS Math scores for the Campus as a whole and all reported student groups, except Female, improved in 2009. Female student scores dropped significantly from 72% in 2008 to 54% in 2009. The Campus and two student groups (Male and White) met the district averages, but no student groups met the State average.

Sixth grade TAKS Math averages plunged for the campus and all reported student subgroups in 2009. White student scores dropped from 83% to 68%; Male students dropped from 84% to 60%; Female students dropped from 81% to 71%; and Economically Disadvantaged student scores dropped from 83% to 70%. Despite the decline, the Campus and all groups, except Male, met district averages. No groups met the State standards.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Science: Fifth grade TAKS Science scores decreased for the Campus as a whole as well as for each student subgroup. The one exception was the Male student group, who improved their scores from 61% to 79%. Despite the decline in scores the Campus as well as the White and Male student subpopulations met or exceeded district standards. Notably, Female student scores plunged twenty percentage points, from 72% to 52%. No student groups met State standards.

Interventions: West Sabine Elementary has several programs in place to address identified needs. SSIG funding allows WSES the opportunity to provide 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 (4th grade).

See TAKS Matrix for expected academic gains.

Faculty and Staff: 92.59% of the staff at West Sabine Elementary School is Highly Qualified. Since West Sabine Elementary is a Title I Schoolwide campus, 100% of the aides are also required to meet the definition of Highly Qualified. Procedures are in place to ensure that 100% of the teaching staff attains the Highly Qualified designation during the 2009-2010 school year. Professional development is required for the staff, particularly focusing on areas such as Math and Science where students are low performing. In addition, local and supplemental funds provide opportunities for travel to conferences and participation in Region VII professional development activities.

Attendance: Attendance rates remained stable at 95.5% from 2006-2007 to 2007-2008. West Sabine Elementary has several strategies and activities in place that are designed to encourage attendance. These include attendance incentives, parent notifications and counseling services.

Student Success Initiative (SSI)

Student Success Initiative (SSI) -- The SSI grade advancement requirements include passing the fifth grade TAKS Reading and Math tests. West Sabine Elementary 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 (Grade 5) — 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 (Grade 5) — Middle of Year;

MATHEMATICS FIRST ADMINISTRATION:

- * April 6, 2010: Administer First TAKS Grade 5 Math Tests;
- * April 27, 2010: Receive Student Results for TAKS Grade 5 Math Tests - Begin Accelerated Instruction;
- * May 4, 2010: Notify Parent of Results for TAKS Grade 5 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 Grade 5 Reading Tests;
- * April 27, 2010: Receive Student Results for TAKS Grade 5 Reading Tests - Begin Accelerated Instruction;
- * May 4, 2010: Notify Parent of Results for TAKS Grade 5 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 Grade 5 Math Tests;
- * June 8, 2010: Receive Student Results for TAKS Grade 5 Math Tests;
- * June 15, 2010: Notify Parents of Results for TAKS Grade 5 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 Grade 5 Math (Includes Accelerated Instruction Plan);

Campus Improvement Plan
West Sabine Elementary School 2009-2010

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

READING SECOND ADMINISTRATION:

* May 19, 2010: Administer Second TAKS Grade 5 Reading Tests;

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

* June 15, 2010: Notify Parent of Results for TAKS Grade 5 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 Grade 5 Reading (Includes Accelerated Instruction Plan);

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

MATHEMATICS THIRD ADMINISTRATION:

* June 29, 2010: Administer Third TAKS Grade 5 Math Tests;

* July 16, 2010: Receive Student Results for TAKS Grade 5 Math Tests;

* July 23, 2010: Notify Parent of Results for TAKS Grade 5 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 Grade 5 Math;

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

READING THIRD ADMINISTRATION:

* June 30, 2010: Administer Third TAKS Grade 5 Reading Tests;

* July 16, 2010: Receive Student Results for TAKS Grade 5 Reading Tests;

* July 23, 2010: Notify Parent of Results for TAKS Grade 5 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 Grade 5 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.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK - 6 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, & Evaluation of the Campus Improvement Plan through the SBDMC --The Site Based Decision Making Committee, that includes parents, community & business representatives, will review the Campus Improvement Plan several times a year. Based on continuously updated student achievement data & support data, revisions will be made to the Plan as needed & recommended by the committee. (TI, A SW #6)</p> <p>Activity:</p> <p>Support in Planning Parental Involvement Strategies --The West Sabine Elementary principal along with the SBDMC will meet periodically to discuss parental involvement issues, programs, strategies & activities. With parental input, a Parental Involvement Calendar will be developed by the campus & the district. Motivational strategies will be infused within the activities & the activities will be planned to encourage parental participation districtwide such as Open House & Meet the Teachers Night. Parents will continue to be updated on student performance & new initiatives being planned for implementation.</p> <p>Activity:</p> <p>Review of Parental Involvement Policy --West Sabine Elementary School campus SBDMC will conduct an annual review, adoption & dissemination of the campus Parental Involvement policy & the school/parent/student compacts. A current policy & compact will be disseminated at the beginning of each school year in the Student Handbook.</p>	7/2009 - 6/2010	Principal - Pamela Edwards SBDMC -	Coordinated Funds - Local, State, & Federal - Time Contributions of Committee Members	Informal Assessment :Other -08/09: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.	A CIP that is a living document that provides guidance to the implementation of the educational system & support components of West Sabine ISD.	Informal Assessment :Other -12/09: A current CIP approved by the West Sabine ISD Board of Trustees.
<p>Activity:</p> <p>Support in Planning Parental Involvement Strategies --The West Sabine Elementary principal along with the SBDMC will meet periodically to discuss parental involvement issues, programs, strategies & activities. With parental input, a Parental Involvement Calendar will be developed by the campus & the district. Motivational strategies will be infused within the activities & the activities will be planned to encourage parental participation districtwide such as Open House & Meet the Teachers Night. Parents will continue to be updated on student performance & new initiatives being planned for implementation.</p>	7/2009 - 6/2010	Principal - Pamela Edwards SBDMC -	Coordinated Funds - Local, State, & Federal - Time Contributions of Committee Members	<p>Informal Assessment :Other - --08/09: An approved District/Campus Parental & Community Involvement Calendar will have been distributed to each SBDMC for scheduling of timely announcements to parents & community members.</p> <p>Monthly: A Parental Involvement calendar will be mailed to parents.</p>	West Sabine ISD will increase the methods & frequency of communications with parents concerning their student's academic progress, as evidenced in an increase in course completions, TAKS scores & a decrease in absences & disciplinary referrals.	Informal Assessment :Other - --05/10: Parent & 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 Elementary School campus SBDMC will conduct an annual review, adoption & dissemination of the campus Parental Involvement policy & the school/parent/student compacts. A current policy & compact will be disseminated at the beginning of each school year in the Student Handbook.</p>	6/2009 - 6/2010	SBDMC -	Coordinated Funds - Local, State, & Federal - Time Contributions of Committee Members	Informal Assessment :Other - --08/09: SBDMC minutes will reflect that the Parental Involvement policy has been reviewed & 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.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK - 6 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 & weaknesses of the overall Parental & Community Involvement program, as well as individual components of same.</p>	8/2009 - 5/2010	Principal - Pamela Edwards	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Other - --08/09: Survey results will have been analyzed by the DPDMC & SBDMC, 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 SBDMC to restructure & design initiatives for 2009 - 2010, as reflected in Committee meeting minutes.
<p>Strategy:</p> <p>Communication & Information Sharing --Coordination between programs & services is achieved in part by consolidating communication & information sharing efforts. Newsletters & mailings bring important & timely information to parents & community members, including:</p> <p>1) Notification of available services through programs like Special Education, 504, Dyslexia, English as a Second Language, Gifted/Talented, Career & Technology; and</p> <p>2) Notification of important events: * 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 * Science & History Fairs.</p>	8/2009 - 5/2010	Principal - Pamela Edwards	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 Elementary parents will have participated in academic-related activities in which announcements were disseminated through the districtwide communication vehicles.	West Sabine ISD & West Sabine Elementary staff coordinates programs & services through efficient communication strategies, bringing to the shareholders timely information so that they may make informed decisions regarding the programs & services available to their students & can participate in West Sabine ISD activities.	Informal Assessment :Other- -05/10: 25% annual increase of parental involvement at West Sabine Elementary compared to 2008-2009 school year.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK - 6 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>Federal & State Education Programs & Services - -District-wide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal & state educational programs & services in which West Sabine ISD participates & that are available to their students at West Sabine Elementary. Parents are notified of the federal & state regulations governing educational programs & support services—soliciting recommendations in program development & funding.</p>	8/2009 - 5/2010	SBDMC -	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	<p>Informal Assessment :Other --08/09: DPDMC agendas & minutes will reflect that during each planning period for the development of supplemental state & federal programs for the upcoming year, meetings are held by the DPDMC & the SBDMC to involve parents in the planning & 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 & state educational support programs in which the district participates & for which their students are eligible to participate.</p>	Parents as full partners with educators in the education of West Sabine Elementary students.	Informal Assessment :Other --05/10: DPDMC & SBDMC agendas & minutes will reflect that West Sabine Elementary parents have participated in the planning & development of the educational system of West Sabine ISD & West Sabine Elementary, & that they were able to make educated decisions regarding their students' participation in educational & educational support programs of West Sabine ISD & West Sabine Elementary.
<p>Activity:</p> <p>School Visits --Parents & guardians are encouraged to visit West Sabine Elementary campus, especially during Open House held on October 9, 2009. WSES hosts various activities throughout the school year designed to increase parental involvement. Fall activities include, but are not limited to:</p> <p>* Fall Festive (October 27th); * Trunk of Treats (October 30th); * Parent Involvement Day (November 19th); and * Frogs and Snakes Competition (November 20th).</p>	8/2009 - 5/2010	Principal - Pamela Edwards	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Other --08/09: 50% of parents will have visited West Sabine Elementary campus to participate in educational & educational support programs & activities.	Parents as full partners in the education of West Sabine Elementary students.	Informal Assessment :Other --05/10: 75% of parents will have visited West Sabine Elementary campus to participate in educational & educational support programs & activities.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK - 6 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, 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	Principal - Pamela Edwards	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Other --12/09: Teacher contact log will show at least 50% of students' parents have been contacted.	Increased student performance & 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 & State student performance standards will have been scheduled for a supplemental conference.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
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 Site Based Decision Making Committee (SBDMC) will annually review assessment requirements of the federal & state programs in which West Sabine Elementary participates, to ensure that the campus-level assessment program is in compliance with appropriate mandates.</p> <p>Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments & the Assessment Program of West Sabine Elementary.</p> <p>Assessment instruments & procedures are in place to ensure students' strengths & difficulties are identified on a timely basis & 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>	8/2009 - 5/2010	SBDMC -	Local Funds - Testing Resources 1,600.00	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.	All students & all student groups at West Sabine Elementary 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: Increase in the number of students receiving passing scores on informal & formal assessments, including TPRI, STAR Reading & Math, TAKS, TAKS-M, & TAKS-ALT.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
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 & Kindergarten students will be administered an informal Teacher-Made Developmental Skills Checklist at the beginning of each school year to determine students' developmental levels & deficiencies & to identify students who meet 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 & to identify specific areas of need. A post-inventory will be administered in May to determine individual student progress & to provide academic data for students' cumulative folders. West Sabine Elementary 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 October, February and April to determine specific strengths & weaknesses in the development of reading skills. Assessment results will be used to prescribe prevention & early intervention strategies for students demonstrating need, & 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>	8/2009 - 5/2010	Principal - Pamela Edwards Pre-K Teacher - Amber Ellison Pre-K Teacher - Kristina Myrann Pre-K Aide - Karen Evans Pre-K Aide - Gayla McBride	State - State Compensatory Education (SCE) - Time Contributions of Prekindergarten Staff FTE: 3.00 <p style="text-align: right;">83,014.23</p> Local Funds - Testing Resources <p style="text-align: right;">1,500.00</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.	As deficiencies are more accurately identified & addressed, students will demonstrate accelerated acquisition of early education developmental skills.	Informal Assessment :Classroom Assessments - -05/10: PreK: 80% of all students & all student groups will master 70% of the State's PK goals. Kindergarten: 80% of all students & all student groups will score "Developed" on each of the four screening components of the TPRI. 80% will demonstrate accelerated improvement, as reflected on year end tests.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment: Grades 1 & 2 - -Students in first and second grades will be administered the STAR diagnostic tests in Reading and Math in August and again in May to determine specific skill deficiencies & 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 & second grade students will also be administered the TPRI in October, February and April to determine specific strengths and weakness of each child in the development of reading skills. Assessment results will be used to prescribe preventions & early intervention strategies for students demonstrating need, & will ensure that all children receive assistance in learning to read at the earliest possible time.</p>	8/2009 - 5/2010	Principal - Pamela Edwards 4th Grade Teacher - Tina Jay	Local Funds - Testing Resources 1,500.00	Informal Assessment :Classroom Assessments - - -12/09: 65% of all students & 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: K-2: 80% of students will show accelerated improvement on end of year tests.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment: Special Education - Full & Individual Initial Evaluation of West Sabine Elementary 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 & dismissal (ARD) committee.</p>	8/2009 - 5/2010	Principal - Pamela Edwards	<p>State - State Special Education Block Grant - Supplies & Materials Resources 1,000.00</p> <p>Local Funds - Special Education Testing Materials 100.00</p> <p>Federal - Title XIV ARRA-SFSF - Special Education COOP Fees 68,974.00</p> <p>Local Funds - Time Contributions of Special Education Staff 138,706.00</p> <p>State - State Special Education Block Grant - Travel Resources 500.00</p>	Informal Assessment :Other --12/09: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation & Commissioner Rules.	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>Informal Assessment :Classroom Assessments - -05/10: 90% 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 & Commissioner Rules.</p>

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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 & tests of oral language development will be administered.</p> <p>6) Through the Special Education personnel & 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-6 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 format accommodations (i.e., larger font, fewer items per page, etc),</p>						

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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 individual education program (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 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</p>						

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.

Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>statement of why that assessment is appropriate for the child.</p> <p>Activity:</p> <p>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 Individual Education Program (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>	8/2009 - 5/2010	Counselor - Janet Ashmore	Local Funds - Testing Resources 1,500.00	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.	504 students receiving an equitable education compared to their non-504 peers.	<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 - 6: 90% will achieve a passing score on appropriate grade & subject TAKS tests.</p>
<p>Activity:</p> <p>Assessment: Dyslexia &/or Related Disorders --West Sabine Elementary assesses students for Dyslexia & related disorders beginning in Kindergarten. Students are tested within mandated timelines once recommended for assessment.</p>	8/2009 - 5/2010	Principal - Pamela Edwards	Local Funds - Testing Resources 1,500.00	<p>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.</p> <p>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.</p>	Dyslexia services to students are not delayed; the students' needs are accurately diagnosed & special programs & modifications are reflective of the needs of each student.	<p>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.</p> <p>Grades 3 - 6: 90% of all students & all student groups will achieve a passing score on the TAKS Reading or English Language Arts test.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
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 (LEP) --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 2-6 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 style="padding-left: 40px;">B = Beginning I = Intermediate A = Advanced H = Advanced High</p> <p>The Language Proficiency Assessment Committee (LPAC)—comprised of a</p>	8/2009 - 5/2010	Principal - Pamela Edwards	<p>Local Funds - Testing Resources 1,500.00</p> <p>State - Bilingual Education Block Grant 1,298.00</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.	Significant increase in LEP students' oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.	<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>Criterion-Referenced Test :TAKS Tests - --05/10: Grades 3 - 6: 90% of LEP students taking the TAKS tests in English &/or Spanish achieve a passing score on the TAKS Reading test.</p>

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator— prescribes the academic achievement test that will be administered to each LEP student, based on the students' TELPAS Proficiency Level(s):</p> <p>* 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> <p>Students in grades Pre-Kindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but LEP students cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades one through six who are identified as Bilingual, ESL, or Parental Denials.</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>a. TEA-approved tested administered at the end of each school year;</p> <p>b. satisfactory performance on the reading assessment instrument under the Texas Education Code, §39.023(a), or a TEA-approved English language arts assessment instrument administered in English, or a score at or above the</p>						

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2; and</p> <p>c. TEA-approved criterion-reference written tests when available, and the results of subjective teacher evaluations (TAC 89.1225(h)(1-3)).</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>						

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
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 the State-Adopted "At-Risk" Criteria --West Sabine Elementary (Grades PK - 6) 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 - 6 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; * did not perform satisfactorily on the appropriate TAKS test, and who has not in the previous or current school year subsequently made a score of 110% of the passing rate on that same TAKS test; * was not advanced from one grade level to the next for one or more school years; * 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; * 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 	8/2009 - 5/2010	Principal - Pamela Edwards	Local Funds - Testing Resources 1,500.00	<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 – 6 – STAR Diagnostic Reading & Math tests;</p> <p>Grades 3 – 6 – 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>	Increased academic performance by all students & all student groups.	<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>Criterion-Referenced Test :TAKS Tests - --05/10: Grades 3 - 6: 90% will achieve a passing score on appropriate grade & subject TAKS tests.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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>						

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
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 (G/T) --Beginning in Kindergarten, students go through a nomination & assessment process for Gifted & 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 & needs of gifted students.</p> <p>Assessment instruments include: * G/T Teacher Rating Inventory * Parent Questionnaire * Nonverbal IQ assessment * Student Interview Questions.</p>	8/2009 - 5/2010	Principal - Pamela Edwards	<p>Local Funds - Testing Resources 1,500.00</p> <p>Local Funds - Time Contributions of G/T Staff 7,813.00</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>	G/T students identified in a timely basis & provided the appropriate educational program & enrichment activities to ensure maximum performance.	<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 West Sabine Elementary campus SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process. West Sabine Elementary will adopt performance objectives reflective of their students' unique needs.</p>	6/2009 - 6/2010	Superintendent - Mike Pate	Coordinated Funds - Local & State - Time Contributions of Staff and Committee Members	<p>Informal Assessment :Other-12/09: Current assessment data indicates that at least 65% of the West Sabine Elementary students will be working in line w/their potential & moving closer to achieving the required performance.</p>	The campus performance objectives will support the needs of the district & the immediate needs of the campus.	<p>Informal Assessment :Other-05/10: See individual assessment programs.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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 SBDMC 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 SBDMC will play an integral role in the planning, development & evaluation of the educational system of West Sabine Elementary.</p> <p>With prerequisite needs assessment data & reports available, the DPDMC & SBDMC, in consultation w/districtwide Special Programs Directors & Coordinators, will refine the Educational System of West Sabine Elementary, 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 SBDMC will coordinate services available at the district w/other agencies providing services to students, youths & families, including health & social services.</p>	8/2009 - 5/2010	Principal - Pamela Edwards Superintendent - Mike Pate	Coordinated Funds - Local & State - Time Contributions of Committee Members	<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 Elementary meets the needs of all students & all student groups.</p>	All students & all student groups of West Sabine Elementary 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>Informal Assessment :Other-05/10: Meets Adequate Yearly Progress (AYP) in the three mandated areas of:</p> <ol style="list-style-type: none"> 1) Reading/Language Arts 2) Mathematics 3) Attendance Rates.

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.

Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.

<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: Curriculum Alignment, Choices, Development, Training --Through participation in the Region VII ESC contract for professional development, the faculty of West Sabine Elementary is trained in the following:</p> <p>* Instructional technology and 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</p> <p>* Modification implementation for students with disabilities & 504 students. (TI, A SW #12, #3, #4)</p>	<p>8/2009 - 6/2010</p>	<p>Principal - Pamela Edwards</p>	<p>Federal - Title II, Part A - TPTR - Districtwide Region VII Instructional Technology 3,379.00</p> <p>Federal - Title II, Part D - Technology - Region VII Instructional Technology 1,468.00</p> <p>State - State Compensatory Education (SCE) - Districtwide Contracted Services with Region VII 25,000.00</p> <p>Local Funds - Region VII ESC Bundled Services 5,749.00</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 & 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>
<p>Activity: Planning with principals and other appropriate staff on how federal 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 & state program funds to West Sabine Elementary - 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; & State Compensatory Education (SCE).</p>	<p>5/2009 - 8/2009</p>	<p>Principal - Pamela Edwards</p>	<p>Local Funds - Time Contributions of Administrative Staff 122,509.00</p> <p>Local Funds - Administrative Supplies 3,500.00</p> <p>Local Funds - Administrative Travel Resources 1,000.00</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>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Provide Title I, Part A Schoolwide Regulations Assistance to the Campus --The LEA, through the activities of the Superintendent & the DPDMC, & in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the SBDMC of West Sabine Elementary are cognizant of the regulations governing the same, understands the ten components of a Title I Schoolwide Program & includes these components in the West Sabine Elementary CIP.</p>	5/2009 - 8/2009	Principal - Pamela Edwards	Federal - Title I, Part A - Professional & Contracted Resources (SECCA, Inc) 1,870.00 Federal - Title XIV ARRA-SFSF - Professional Contracted Services, SECCA, Inc. 1,584.50 Federal - Title II, Part A - TPTR - Professional Services, SECCA, Inc. 773.00 Federal - Title I, Part A ARRA - Professional Contracted Services SECCA, Inc. 930.00	Informal Assessment :Other --08/09: West Sabine Elementary SBDMC agendas & minutes reflect a continued monitoring of the Title I Program by West Sabine ISD's Superintendent.	West Sabine Elementary will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Informal Assessment :Other --05/10: Meets AYP.
<p>Activity: Coordination with principals and other appropriate staff on the development of the Application for Federal Funding --SBDMC reviews needs assessment data & a variety of federal & state funding sources to meet needs of the West Sabine Elementary campus. A priority is the integration of supplemental Federal programs with state & local educational activities. West Sabine Elementary representatives on the SBDMC will participate, recommending strategies & activities to meet the needs of the students.</p>	5/2009 - 10/2009	Principal - Pamela Edwards	Local Funds - Time Contributions of Administrative Staff 122,509.00 Local Funds - Administrative Supplies 3,500.00 Local Funds - Administrative Travel Resources 1,000.00	Informal Assessment :Other --06/09: Conferences with Title I, Part A Consultant. West Sabine ISD NCLB Consolidated, Consolidated ARRA & Title XIV Applications submitted to TEA. Applications will be amended if changes are warranted.	Coordination of supplemental state, federal & discretionary grants to fund initiatives recommended by the SBDMC.	Informal Assessment :Other --10/09: Notice of Grant Award (NOGA) to Applications is issued & available through TEA's automated eGrants system.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Planning with Principals & 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 & evaluation data of services rendered warrant continued service.</p>	5/2009 - 8/2009	Principal - Pamela Edwards	<p>Local Funds - Time Contributions of Administrative Staff 122,509.00</p> <p>Local Funds - Administrative Supplies 3,500.00</p> <p>Local Funds - Travel Resources for Administrative Staff 1,000.00</p>	<p>Informal Assessment :Other --08/09: Supplemental local programs in place for the beginning of the school year.</p>	<p>Services funded through the LEA, centralized in the Central Office, will meet identified needs of West Sabine Elementary.</p> <p>Contracts w/ESCs will meet identified needs & will have been proven to be successful in West Sabine Elementary.</p>	<p>Informal Assessment :Other --05/10: Meets AYP.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>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) Gifted & Talented Training; 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. 	7/2009 - 6/2010	Principal - Pamela Edwards	<p>Local Funds - Workshop Fees 1,000.00</p> <p>Federal - Title I, Part A - Region VII Professional Development Cooperative 2,288.09</p> <p>Federal - Title I, Part A - PD Travel, Registration & Fees 5,000.00</p> <p>Federal - Title II, Part A - TPTR - Region VII Instructional Technologies 3,379.00</p> <p>Federal - Title II, Part D - Technology - Region VII Instructional Technologies 1,468.00</p> <p>Federal - Title I, Part A - Contracted Professional Development 10,000.00</p> <p>Federal - Title I, Part A - Contracted C-Scope Professional Development 3,000.00</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>	Exemplary status.	<p>Informal Assessment :Other-05/10: Grades 3 - 6: 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>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:2 The students will demonstrate exemplary performance in comparison to state & national standards.						
Objective(s): PK - 6 The students will be encouraged to meet their full educational potential.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: TEKS Curriculum --The SBDMC will review supplemental TEKS resources, make recommendations for adoptions, purchase same if needed during the 2009 - 2010 school year.</p>	5/2009 - 5/2010	SBDMC -	Coordinated Funds - Local & State - Time Contributions of Foundation Teaching Staff 979,888.00 Federal - Title I, Part A - Supplemental Resources 100.00 Local Funds - Supplemental Resources 27,500.00	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.	Criterion-Referenced Test :TAKS Tests--05/10: Grades 3 - 6: 90% of all students & all student groups will achieve a passing score on the appropriate TAKS tests. ARD Committees will determine appropriate test for students with disabilities.
<p>Activity: Subject Integration --West Sabine Elementary 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>	8/2009 - 5/2010	Principal - Pamela Edwards	Coordinated Funds - Local & State - Time Contributions of Staff & Faculty 979,888.00	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.	Exemplary Status.	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.

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

Objective(s): PK - 6 Provide programs which prepare students to make career choices.
PK - 6 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 the coordination of state and local funds. The program will be available to all students who meet the State eligibility criteria for the National Free & Reduced-priced School Lunch Program, including children who are Limited English proficient, homeless, a child of an active member or the armed forces or a child who was previously or is currently in the conservatorship of the DFPS.</p>	8/2009 - 5/2010	Principal - Pamela Edwards	State - State Compensatory Education (SCE) - Time Contributions of Prekindergarten Staff FTE: 3.00 <p style="text-align: right;">83,014.23</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.	Students with prerequisite early school readiness skills for success in Kindergarten. Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.	Informal Assessment :Classroom Assessments- -05/10: 80% of all students & all student groups will master 70% of the State's PK goals.
<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	Principal - Pamela Edwards	State - State Compensatory Education (SCE) - Time Contributions of Prekindergarten Staff FTE: 3.00 <p style="text-align: right;">83,014.23</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.	Students with prerequisite early school readiness skills for success in Kindergarten. Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.	Informal Assessment :Classroom Assessments - -05/10: 80% of students will master 70% of the State's Prekindergarten goals.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

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

Objective(s): PK - 6 Provide programs which prepare students to make career choices.
PK - 6 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>Assisting Prekindergarten Students in the Transition to Kindergarten --Prekindergarten students & 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 & familiarize them with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral & hygiene issues ensuring students will be ready for Kindergarten. [TI A SW #7]</p> <p>Strategy:</p> <p>University Interscholastic League (UIL) --West Sabine Elementary encourages student participation in UIL academic & athletic competitions.</p>	<p>8/2009 - 5/2010</p>	<p>Principal - Pamela Edwards</p>	<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 - -05/09: 80% of students will master 70% of the State's Prekindergarten goals.</p>
<p>University Interscholastic League (UIL) --West Sabine Elementary encourages student participation in UIL academic & athletic competitions.</p>	<p>7/2009 - 6/2010</p>	<p>Principal - Pamela Edwards</p>	<p>Local Funds - Time Contributions of UIL Sponsors 5,740.00</p> <p>Local Funds - UIL Supplies & Materials Resources 1,000.00</p> <p>Local Funds - UIL Awards & Travel Expenses 1,250.00</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>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

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

Objective(s): PK - 6 Provide programs which prepare students to make career choices.
PK - 6 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>Foundation Program & Support - -The West Sabine Elementary K – 6 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 Elementary & West Sabine ISD.</p>	8/2009 - 5/2010	Principal - Pamela Edwards SBDMC -	<p>Local Funds - Contracted Services 36,249.00</p> <p>Local Funds - Time Contributions of Substitutes 10,000.00</p> <p>Local Funds - Time Contributions of General Education Staff 979,888.00</p> <p>Local Funds - Supplies and Instructional Resources 27,500.00</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 – 6: 65% of all students & all student groups will pass each appropriate TEKS-based test.</p>	All students & all student groups academically successful as the educational system meets the needs of all.	<p>Informal Assessment :Classroom Assessments- -05/10: 80% of all students & all student groups in grades K – 2 will score at least "Developed" on each of the four screening sections of the TPRI.</p> <p>Grades 3 – 6: 90% of all students & all student groups will pass each grade appropriate TAKS test.</p>
<p>Activity:</p> <p>TEKS-based Curriculum --The West Sabine Elementary curriculum for grades K - 6 is TEKS based & 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>	8/2009 - 5/2010	Principal - Pamela Edwards	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	<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>	All students & all student groups at West Sabine Elementary 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>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 - 6: 90% will achieve a passing score on appropriate grade & subject TAKS tests.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:3 An appropriate curriculum will be provided for students with special needs, including age-appropriate career education.						
Objective(s): PK - 6 Provide programs which prepare students to make career choices. PK - 6 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>Programs & Services for Students w/Disabilities (Modifications/Instructional Arrangements) --In compliance w/Special Education regulations, West Sabine Elementary 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 Elementary 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 &/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	Principal - Pamela Edwards	<p>Federal - Title XIV ARRA-SFSF - Special Education COOP Fees 68,974.00</p> <p>Local Funds - Time Contributions of Special Education Staff 138,706.00</p> <p>Local Funds - Special Education Teaching Supplies 1,000.00</p> <p>Local Funds - Special Education Travel Resources 500.00</p>	Informal Assessment :Other-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 :Other-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>

<p>Goal:3 An appropriate curriculum will be provided for students with special needs, including age-appropriate career education.</p> <p>Objective(s): PK - 6 Provide programs which prepare students to make career choices. PK - 6 An appropriate curriculum will be provided for students with special needs.</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>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>6) 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>						

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:3 An appropriate curriculum will be provided for students with special needs, including age-appropriate career education.						
Objective(s): PK - 6 Provide programs which prepare students to make career choices. PK - 6 An appropriate curriculum will be provided for students with special needs.						
<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>Least Restrictive Environment (LRE) --West Sabine Elementary 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, * based on student need, * 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 &/or curriculum first when placement decisions are made.</p> <p>West Sabine Elementary 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 &</p>	8/2009 - 5/2010	Principal - Pamela Edwards	<p>Local Funds - Time Contributions of Special Education Staff 138,706.00</p> <p>Local Funds - Special Education Teaching Supplies 1,000.00</p>	<p>Informal Assessment :Other --12/09: 100% of the students' w/disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Other --05/10: 100% of the students 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>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:3 An appropriate curriculum will be provided for students with special needs, including age-appropriate career education.						
Objective(s): PK - 6 Provide programs which prepare students to make career choices. PK - 6 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
educational needs. Activity: 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 & are provided by the Sabine County Special Education CO-OP, which includes West Sabine ISD as a member.	8/2009 - 5/2010	Principal - Pamela Edwards	Local Funds - Time Contributions of Special Education Staff 138,706.00 Federal - Title XIV ARRA-SFSF - Special Education COOP Fees 68,974.00	Informal Assessment :Other --12/09: 100% of the students w/disabilities in West Sabine Elementary 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 Elementary are receiving related services as dictated in their IEPs.
Activity: Child Find Effort --Child Find Activities are primarily implemented at the district level, but all staff is involved in the effort. West Sabine Elementary puts forth a comprehensive & proactive effort to find anyone needing Special Education services. Activities for Child Find include: * Regional television commercial, * Countywide contact each school district each contact person, * Developing 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	Principal - Pamela Edwards	Local Funds - Child Find Resources	Informal Assessment :Other --12/09: 100% of activities posted on the Child Find Calendar have been completed, and 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 have been completed, and any child found to need services is referred as required.

Goal:3 An appropriate curriculum will be provided for students with special needs, including age-appropriate career education.						
Objective(s): PK - 6 Provide programs which prepare students to make career choices. PK - 6 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>Program Modifications for 504 Students --Students not being ARDed into Special Education will have an 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>	8/2009 - 5/2010	Principal - Pamela Edwards	Coordinated Funds - Local, State, & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Classroom Assessments- -12/09: 6 Weeks Report Card Grades: Passing grades in core subject areas.	504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.	<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 students will show accelerated improvement on end of year tests.</p> <p>Grades 3 – 6: 90% of all students & all student groups will achieve a passing score on appropriate TAKS tests.</p>
<p>Strategy:</p> <p>Dyslexia & Related Disorders --The Dyslexia program serves students in all Grades in West Sabine Elementary. 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. Instruction is provided through the Scottish Rites Dyslexia Training Program.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	8/2009 - 5/2010	Principal - Pamela Edwards	Local Funds - Time Contributions of Dyslexia Teacher	Informal Assessment :Other- -12/09: 85% of the students served in the Dyslexia program are meeting district progression expectations.	Students participating in the Dyslexia Program will be performing equally with their non-Dyslexic peers.	<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 TAKS test.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

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

Objective(s): PK - 6 Provide programs which prepare students to make career choices.
PK - 6 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>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 campus Principal and Counselor, with the SBDMC, in their coordinated 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--Extended Day, After-School Tutorials, etc.</p>	<p>8/2009 - 5/2010</p>	<p>Principal - Pamela Edwards SBDMC - Counselor - Janet Ashmore</p>	<p>Coordinated Funds - Local, State, & Federal - See Individual Activities</p> <p>Federal - Title I, Part A - Supplemental Instructional Supplies and Materials 100.00</p> <p>State - State Compensatory Education (SCE) - Scientifically Validated Supplies and Materials 18,442.00</p> <p>Federal - Title XIV ARRA-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95</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> <p>* PK - Teacher-Made Developmental Skills Checklist;</p> <p>* Grades K – 2 - Four TPRI screening sections;</p> <p>* Grades 2 – 6 - STAR Diagnostic Reading & Math tests;</p> <p>* Grades 3 – 6 - TEKS-based core subject area tests.</p> <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 students will show accelerated improvement on end of year tests.</p> <p>Grades 3 - 6: 90% of all "at-risk" students will achieve passing scores on all grade-appropriate subject area TAKS tests.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

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

Objective(s): PK - 6 Provide programs which prepare students to make career choices.
PK - 6 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: Tutorial Program --A Tutorial program is available to students in Grades K - 6 on the Elementary campus 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>	8/2009 - 5/2010	Principal - Pamela Edwards	<p>Federal - Title I, Part A - Extra Duty Pay for Tutorials 5,512.71</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Tutorial Staff FTE: 0.27 12,202.75</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.	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>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 – 6: 90% will achieve a passing score on the grade appropriate & subject area TAKS tests.</p>
<p>Activity: Summer School --West Sabine Elementary offers a 16-day Summer School program for students who are identified as being at risk.</p>	June 2010	Principal - Pamela Edwards	<p>Federal - Title I, Part A - Extra Duty pay for Extended Summer School Teachers K-6 FTE: 1.00 6,000.00</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Summer School Teacher 17,695.00</p> <p>Federal - Title I, Part A - Extra Duty Pay for Bus Driver K-8 FTE: 1.00 960.00</p>	Informal Assessment :Classroom Assessments - -06/10: All students will achieve 70% mastery as indicated in class grades.	Increased student achievement, reduced retention rates & reduced dropout rates.	Informal Assessment :Other --07/10: All students enrolled in the summer program will successfully complete the requirements for being promoted to the next grade.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

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

Objective(s): PK - 6 Provide programs which prepare students to make career choices.
PK - 6 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: Prekindergarten Program --A Prekindergarten program will be conducted through coordinated of state and local funds. The program will be available to all students meeting the State criteria for eligibility in the National Free & Reduced-priced School Lunch program, including students who are Limited English proficient, economically disadvantaged, homeless, a child of an active duty member of the armed forces or a child who is now or was in a conservatorship of the DFPS.</p>	8/2009 - 5/2010	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 :Other --12/10: 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 :Other --05/10: 80% of all students & all student groups will master 70% of the State's PK goals.</p>
<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. 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	Principal - Pamela Edwards	<p>Local Funds - Time Contributions of Content Mastery Teacher</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 – 6: 90% will achieve a passing score on the grade appropriate & subject area TAKS tests.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

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

Objective(s): PK - 6 Provide programs which prepare students to make career choices.
PK - 6 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: Student Success Initiative - Through SSIG funding, West Sabine Elementary conducts an after school Tutorial Program in Reading and Math. Students may choose to attend for supplemental assistance on their own, and/or may be recommended for participation by their classroom teachers. Transportation is provided as are nutritional snacks.</p>	8/2009 - 5/2010	Principal - Pamela Edwards Accelerated Math Teacher - Kay Little Reading Aide - Shelia Lowe	<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>Federal - Student Success Initiative Grant - Time Contributions of Accelerated Intervention Math Teacher FTE: 0.30 13,938.23</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 – 6: 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 student in grades K – 2 will show accelerated improvement on end of year tests.</p> <p>Grades 3 - 6: 90% of all students & all student groups will achieve passing scores on all grade-appropriate subject area TAKS tests.</p>
<p>Activity: Study Island -Study Island is a scientifically research-based program built from the Texas Essential Knowledge and Skills that is both fun and engaging. The web-based program provides traditional assessments, state-specific lessons and questions, and real-time progress reports to help teachers differentiate curriculum.</p>	8/2009 - 5/2010	Principal - Pamela Edwards	Federal - Title I, Part A - Study Island Software 3,786.00	<p>Informal Assessment :Classroom Assessments - -12/09: Students will show improvement as demonstrated by passing report card grades in core subject areas.</p>	Inceasd student achievement	<p>Criterion-Referenced Test :TAKS Tests - -05/10: 90% of students and all student groups will meet or exceed minimum expectations on all related TAKS instruments.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:3 An appropriate curriculum will be provided for students with special needs, including age-appropriate career education.						
Objective(s): PK - 6 Provide programs which prepare students to make career choices. PK - 6 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: Class Size Reduction --In order to ensure that each student is receiving the individualized instruction and personal attention that he or she needs, 4th grade students are served by self-contained class size reduction teacher.	8/2009 - 5/2010	4th Grade Teacher - Tina Jay	State - State Compensatory Education (SCE) - Time Contributions of CSR Teacher FTE: 0.09 3,018.63 Federal - Title II, Part A - TPTR - Time Contributions of CSR Teacher FTE: 0.91 34,500.82	Informal Assessment :Report Card Grades --12/09: Students will increase levels of academic achievement as demonstrated by grades of 70% or higher on report cards.	Increased student achievement Exemplary Status	Criterion-Referenced Test :Report Card Grades -- -05/10: 90% of students and all student groups will meet or exceed minimum expectations on all TAKS instruments taken.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:3 An appropriate curriculum will be provided for students with special needs, including age-appropriate career education.						
Objective(s): PK - 6 Provide programs which prepare students to make career choices. PK - 6 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 Elementary 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	State - Bilingual Education Block Grant 1,298.00	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.	<p>Informal Assessment :Other-05/10: Individual students meeting LPAC's expectations.</p> <p>LEP students achieving one-year of progress.</p> <p>90% of the LEP students achieving a passing score on all appropriate grade level and subject area TAKS tests.</p>

<p>Goal:3 An appropriate curriculum will be provided for students with special needs, including age-appropriate career education.</p> <p>Objective(s): PK - 6 Provide programs which prepare students to make career choices. PK - 6 An appropriate curriculum will be provided for students with special needs.</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>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>						

Campus Improvement Plan
West Sabine Elementary School 2009-2010

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

Objective(s): PK - 6 Provide programs which prepare students to make career choices.
PK - 6 An appropriate curriculum will be provided for students with special needs.

<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: G/T 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. WSES provides a sequential, system-wide differentiated educational program to nurture the learning and emotional needs of gifted and talented students.</p>	8/2009 - 5/2010	Principal - Pamela Edwards	<p>State - State Gifted & Talented Block Grant 20,017.00</p> <p>Local Funds - Time Contributions of G/T Staff 7,813.00</p> <p>Local Funds - Contracted Region VII G/T Services 3,604.00</p> <p>Local Funds - G/T Supplies 500.00</p> <p>Local Funds - G/T Travel Resources 500.00</p>	Informal Assessment :Report Card Grades--12/09: G/T students will earn report card grades of 90% or higher in all core subject area courses.	Exemplary status	Criterion-Referenced Test :TAKS Tests--05/10: 100% of G/T students will meet minimum expectation of all TAKS tests taken.
<p>Strategy: Ancillary Services --West Sabine Elementary 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	Principal - Pamela Edwards	Coordinated Funds - Local, State, & Federal - See Individual Activities	Informal Assessment :Other-12/09: 65% of the students referred for Ancillary Services will have been served as indicated in campus records.	All students & all student groups are involved in an equitable education, with Ancillary Services available to help "level the playing field".	Informal Assessment :Other-05/10: Increase in the number of students receiving passing scores on developmental inventories: TPRI, STAR & TAKS.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

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

Objective(s): PK - 6 Provide programs which prepare students to make career choices.
PK - 6 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 Elementary Foundation Staff on Modifications for Special Education Students. 	<p>8/2009 - 5/2010</p>	<p>Counselor - Janet Ashmore</p>	<p>Local Funds - Travel Expenses 500.00</p> <p>Federal - Title XIV ARRA-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 and, 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 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>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:3 An appropriate curriculum will be provided for students with special needs, including age-appropriate career education.						
Objective(s): PK - 6 Provide programs which prepare students to make career choices. PK - 6 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>Nursing Services --A districtwide school nurse provides nursing services to West Sabine Elementary students, including screening activities such as vision, height & weight.</p>	8/2009 - 5/2010	Principal - Pamela Edwards Nurse - Joann Clark	<p>Local Funds - Medical Supplies & Materials Resources 1,000.00</p> <p>Local Funds - Tavel Expenses 100.00</p> <p>Federal - Title XIV ARRA-SFSF - Time Contributions of Nurse FTE: 1.00 35,413.34</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:</p> <p>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	Librarian - Pamela Taylor Library Aide - Doris Bryce	<p>Federal - Title XIV ARRA-SFSF - Time Contributions of Library Aide FTE: 1.00 20,870.00</p> <p>Local Funds - Library Resources 3,500.00</p>	<p>Informal Assessment :Other --12/09: All West Sabine Elementary 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 Elementary library 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 Elementary 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>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

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

Objective(s): PK - 6 Provide programs which prepare students to make career choices.
PK - 6 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 & 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 West Sabine Elementary campus will be in compliance with federal Homeless regulations.</p>	8/2009 - 5/2010	Principal - Pamela Edwards	Federal - Title I, Part A - Set-Aside for Homeless Population 500.00	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.	No student will suffer an interruption in his/her education because of homelessness. 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.	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.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:4 The campus will meet or exceed the state standard of 97% attendance rate.						
Objective(s): PK - 6 The campus attendance rate will increase to 97% 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, & during parent meetings.</p> <p>Procedures to promote student attendance will include:</p> <p>* Monitoring of individual student attendance by phone calls & letters to parents;</p> <p>* Classroom recognition of students with perfect attendance; and</p> <p>* Certificates & plaques to year end perfect attendance honorees.</p> <p>Daily contact will be made with parents of students who are absent.</p>	5/2009 - 5/2010	Principal - Pamela Edwards	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 97% 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	Principal - Pamela Edwards	Local Funds - Awards 500.00	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 Elementary 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 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:5 The campus dropout rate will not exceed the district rate of 1.8%. Objective(s): PK - 6 The campus 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 principal & SBDMC of West Sabine Elementary.</p>	5/2009 - 5/2010	Principal - Pamela Edwards	Coordinated Funds - Local & State - Time Contributions of Staff & Faculty	Informal Assessment :Other-12/09: 100% of the campus' current dropouts will have been identified & statistical trends identified & disseminated to campus Principal for planning 2009 - 2010 intervention programs.	Schoolwide trends in student dropouts will be disseminated so that early intervention strategies can be implemented.	Informal Assessment :Other-05/10: 100% of the campus' current dropouts will have been identified & statistical trends identified & disseminated to campus principal 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 Elementary. West Sabine Elementary will implement activities & programs that will, in time, help reduce the dropout rate of all students & all student groups.</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 Elementary's dropout rate.</p>	8/2009 - 6/2010	Principal - Pamela Edwards	Coordinated Funds - Local & State - Time Contributions of Committee Members	Informal Assessment :Other--See Individual Activities.	Maintain West Sabine Elementary's dropout rate of 0.0%.	Informal Assessment :Other--See Individual Activities.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:5 The campus dropout rate will not exceed the district rate of 1.8%.						
Objective(s): PK - 6 The campus 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 Elementary Counselor 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 Elementary 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 - 6.</p>	5/2009 - 5/2010	Counselor - Janet Ashmore	Federal - Title XIV ARRA-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95	Informal Assessment :Other --12/09: All 2008 - 2009 retainee's folders have been reviewed by the Counselor, with recommendations for 2009 - 2010 prevention & intervention strategies.	Decreased retention rates & dropout rates for all students & all student groups.	Informal Assessment :Other --05/10: All 2009 - 2010 retainee's folders have been reviewed by the Counselor. Specific indicators have been identified that resulted in the retention of West Sabine Elementary 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 counselor & 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	Federal - Title XIV ARRA-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95	Informal Assessment :Other --12/09: Reduction in conduct referrals to the Principal, 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 Principal, increased academic achievement & reduced retention & dropout rates.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:5 The campus dropout rate will not exceed the district rate of 1.8%.						
Objective(s): PK - 6 The campus 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 Counselor 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 Counselor will provide program & staff support activities & services, including:</p> <p>* Parent Education: Informational meetings held through the community for parents to learn of 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	<p>Federal - Title XIV ARRA-SFSF - Time Contributions of Counselor FTE: 0.57</p> <p style="text-align: right;">32,160.95</p>	<p>Informal Assessment :Other --12/09: Reduction in conduct referrals to the Principal, increased academic achievement & reduced retention & dropout rates.</p>	<p>Students demonstrating positive attitudes & a willingness to be accountable for their present & future actions & accomplishments.</p>	<p>Informal Assessment :Other --05/10: Reduction in conduct referrals to the Principal, increased academic achievement & reduced retention & dropout rates.</p>
<p>Activity:</p> <p>Counseling & Guidance: System Support --The Counselor will provide program & staff support activities & services, including:</p> <p>* Parent Education: Informational meetings held through the community for parents to learn of 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	<p>Federal - Title XIV ARRA-SFSF - Time Contributions of Counselor FTE: 0.57</p> <p style="text-align: right;">32,160.95</p>	<p>Informal Assessment :Other --12/09: Increased student success in meeting academic requirements.</p>	<p>For all students & all student groups: Increased student achievement, reduced retention rates & reduced dropout rates.</p>	<p>Informal Assessment :Other --05/10: Reduction in conduct referrals to the Principal, increased academic achievement & reduced retention & dropout rates.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:5 The campus dropout rate will not exceed the district rate of 1.8%.						
Objective(s): PK - 6 The campus 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: Responsive Services --The counselor 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	Federal - Title XIV ARRA-SFSF - Time Contributions of Counselor FTE: 0.57 <p style="text-align: right;">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.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:6 Qualified & highly effective personnel will be recruited, developed, & retained.						
Objective(s): PK - 6 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:</p> <p>Recruitment Strategies --Faculty recruitment strategies have been implemented at the Central Administration level. Continuing in the 2009 - 2010 school year, the SBDMC from West Sabine Elementary will be involved in the process, led by their campus principal. West Sabine ISD participates in the Region VII Personnel Services Cooperative, which provides the following services:</p> <ol style="list-style-type: none"> 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. <p>(TI, A SW #5)</p>	5/2009 - 5/2010	Principal - Pamela Edwards	Federal - Title I, Part A - Districtwide Region VII Personnel Services Cooperative <p style="text-align: right;">700.00</p> Federal - Title I, Part A ARRA - Signing Bonuses <p style="text-align: right;">14,884.29</p>	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 campus.	Informal Assessment :Other-05/10: Recruitment strategies & activities have resulted in the employment of additional certified professionals, minority professionals & trained paraprofessionals.
<p>Strategy:</p> <p>LEA's Districtwide Training Strategies --As some of West Sabine Elementary's 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> <p>(TI, A SW #6)</p>	7/2009 - 6/2010	SBDMC -	Federal - Title I, Part A - Contracted Professional Development <p style="text-align: right;">15,288.09</p>	Informal Assessment :Other-12/09: 100% of the West Sabine Elementary 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 Elementary faculty will have continued to receive training in strategies for teaching the Special Populations students assigned, with retraining available as needed.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:6 Qualified & highly effective personnel will be recruited, developed, & retained.						
Objective(s): PK - 6 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 Elementary 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	Principal - Pamela Edwards	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 Elementary & consider it conducive to teaching & student learning.	Maintain low teacher turnover as teachers consider West Sabine Elementary a safe, disciplined & comfortable environment in which to teach.	Informal Assessment :Other-05/10: 90% of the faculty & staff will remain at West Sabine Elementary for the 2009 - 2010 school year.

Campus Improvement Plan
West Sabine Elementary School 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 - 6 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, principal & SBDMC of West Sabine Elementary design &/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; & * 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	Principal - Pamela Edwards	Federal - Title I, Part A - Region VII Professional Development Cooperative 2,288.09 Federal - Title I, Part A - Contracted Professional Development for C-Scope 3,000.00 Federal - Title I, Part A - Professional Development Travel and Registration 5,000.00 Federal - Title I, Part A - Districtwide Contracted PD Services 10,000.00 Local Funds - Workshop Fees 1,000.00	Informal Assessment :Other-01/10: An increase in each student's score--PK - 6, 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 in grades K - 2 will show accelerated improvement on end of year tests. 90% of students in Grades 3 - 6 will pass each section of TAKS. ARD committees will determine appropriate assessment instrument for students with a disability.

Campus Improvement Plan
West Sabine Elementary School 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 - 6 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
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.	8/2009 - 5/2010	Principal - Pamela Edwards	Local Funds - Workshop Fees 1,000.00 Federal - Title I, Part A - Region VII Professional Development Cooperative 2,288.09 Federal - Title I, Part A - Contracted Professional Development for C-Scope 3,000.00 Federal - Title I, Part A - Professional Development Travel and Registration 5,000.00 Federal - Title I, Part A - Districtwide Contracted PD Services 10,000.00	Informal Assessment :Other --12/09: A review by the Superintendent & 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. Unannounced walk-throughs will help to determine if the skills developed are successfully being implemented in the classroom.	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 principal & campus SBDMC 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.
Activity: 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. Priority Areas include: * 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.	7/2009 - 6/2010	Principal - Pamela Edwards	Federal - Title I, Part A - Region VII Professional Development Cooperative 2,288.09	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.	A Professional Development Program that ensures the development of successful teachers & support staff, & by extension, ensures academic success for all students. Exemplary Status.	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.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:8 Technology will be implemented & used to increase the effectiveness of student learning, instructional management, staff development, & administration.						
Objective(s): PK - 6 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>Strategy:</p> <p>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 Elementary classrooms have computers, most with Internet access, in addition to a computer lab which also has internet access capabilities.</p>	8/2009 - 5/2010	Technology Director - Eric Maddox Technology Lab Aide - Mary Lou Sowell	<p>Federal - Title I, Part A - Technology Resources 2,244.00</p> <p>Federal - Title II, Part A - TPTR - Districtwide 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 - Time Contributions of Technology Staff 63,125.00</p> <p>Local Funds - Technology Supplies 15,000.00</p> <p>State - State Compensatory Education (SCE) - Computer Technology Lab Aide FTE: 1.00 23,352.55</p>	<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.</p>	<p>The educational system of West Sabine Elementary 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.</p>	<p>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 Elementary faculty has received prerequisite training for the successful utilization of technology as an instructional tool.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:8 Technology will be implemented & used to increase the effectiveness of student learning, instructional management, staff development, & administration.						
Objective(s): PK - 6 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:</p> <p>Integration of Technology into Instruction --West Sabine Elementary classroom teachers are using technology as an alternative instructional tool. Activities include:</p> <p>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.</p> <p>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.</p> <p>3) Accelerated Reader tests may be taken in the classroom, computer labs or in the library, providing the student & his/her teacher with timely feedback regarding each student's reading skills.</p> <p>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.</p> <p>5) Internet access provides students access to an unlimited number of websites for research projects--material unavailable through traditional library access.</p> <p>6) Teachers will use the Internet as a means of differentiating instruction for students meeting</p>	8/2009 - 5/2010	Principal - Pamela Edwards	<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>Federal - Title II, Part D ARRA - Technology Resources 2,805.00</p> <p>Local Funds - Technology Supplies 15,000.00</p> <p>Local Funds - Time Contributions of Technology Staff 63,125.00</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 Elementary 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 - 6: 90% will achieve a passing score on the grade appropriate & subject area TAKS tests.</p> <p>Grades 1 - 6: 80% of students will score at or above their grade level on the STAR Reading Diagnostic Tests.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:8 Technology will be implemented & used to increase the effectiveness of student learning, instructional management, staff development, & administration.						
Objective(s): PK - 6 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, &/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>	8/2009 - 5/2010	Principal - Pamela Edwards	Federal - Title I, Part A - Region VII Data Management Assessment Cooperative 4,786.00	<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 Elementary 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 - 6: 90% will achieve a passing score on the grade appropriate & subject area TAKS tests.</p> <p>Grades 1 - 6: 80% of students will score at or above their grade level on the STAR Reading Diagnostic Tests.</p>

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:9 West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology: Acceptable Use Policy --Every West Sabine Elementary faculty member, student & parent having access to West Sabine Elementary 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 Elementary School is in compliance with CIPA.	8/2009 - 5/2010	Principal - Pamela Edwards	Local Funds - Acceptable Use Policy	Informal Assessment :Other-12/09: 100% of the faculty, students & parents at West Sabine Elementary 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 Counselor & campus Principal, using the data to plan specific programs & activities. West Sabine Elementary campus will coordinate with community-wide efforts to achieve drugs & violence prevention goals, as well as with other federal, state & local programs.	8/2009 - 5/2010	Principal - Pamela Edwards	Local Funds - Time Contributions of Faculty & Staff	Informal Assessment :Other-12/09: Counselor's & Principal's Summary Reports will indicate that 80% of the West Sabine Elementary 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 & Principal's Summary Reports will indicate that 95% of the West Sabine Elementary 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.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:9 West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Safe Schools: Special Initiative --In an effort to promote "Safe Schools", West Sabine Elementary will promote special initiatives & activities that support the Safe School environment. Activities include: * 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.	8/2009 - 5/2010	Principal - Pamela Edwards	Local Funds - Time Contributions of Staff & Faculty Federal - Title IV-Safe & Drug-Free Schools and Communities - Random Drug Screening <p style="text-align: right;">2,180.00</p>	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.

Goal:9 West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: 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: 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	Principal - Pamela Edwards	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:9 **West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.

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

Goal:9 West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Nutrition Program --West Sabine Elementary 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 to effectively deliver the program as 	8/2009 - 5/2010	Food Service Director - Becky Ellison	Local Funds - Time Contributions of Food Services 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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:9 West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
planned. 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. 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) Strategy: Health Services --In order to ensure that all students receive primary health care services and understand the importance of preventative care, West Sabine Elementary 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. 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.	8/2009 - 5/2010	Nurse - Joann Clark	Federal - Title XIV ARRA-SFSF - Time Contributions of Nurse FTE: 1.00 35,413.34	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:9 West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
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 and are available to help teachers properly address student health issues, thereby increasing the likelihood of student success.	8/2009 - 5/2010	Nurse - Joann Clark	Federal - Title XIV ARRA-SFSF - Time Contributions of Nurse FTE: 1.00 35,413.34	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.
Activity: School Based Medicaid --Through the School Health and Related Services Program (SHARS), West Sabine Elementary 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 - Joann Clark	Federal - Title XIV ARRA-SFSF - Time Contributions of Nurse FTE: 1.00 35,413.34	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:9 West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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 Elementary 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 Elementary 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	Principal - Pamela Edwards	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 3-6 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>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 Elementary 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	Principal - Pamela Edwards	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:9 West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Safety and Injury Prevention --The health and safety of West Sabine Elementary 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.	8/2009 - 5/2010	Principal - Pamela Edwards	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.
Strategy: Counseling and Mental Health Service --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 Elementary provides a School Guidance and Counseling Program to ensure that students receive comprehensive health care services.	8/2009 - 5/2010	Counselor - Janet Ashmore	Federal - Title XIV ARRA-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:9 West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.

<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: School Guidance and Counseling --West Sabine Elementary 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>	8/2009 - 5/2010	Counselor - Janet Ashmore	Federal - Title XIV ARRA-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.
<p>Strategy: Staff Wellness --West Sabine Elementary 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	Principal - Pamela Edwards	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. Informal Assessment :Other- -5/10: 90% of students passing all health-related end of year assessments. 90% of students in grades 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Goal:9 West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: 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 Elementary. 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.	8/2009 - 5/2010	Principal - Pamela Edwards	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.
Activity: 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 Elementary. 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).	8/2009 - 5/2010	Principal - Pamela Edwards	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

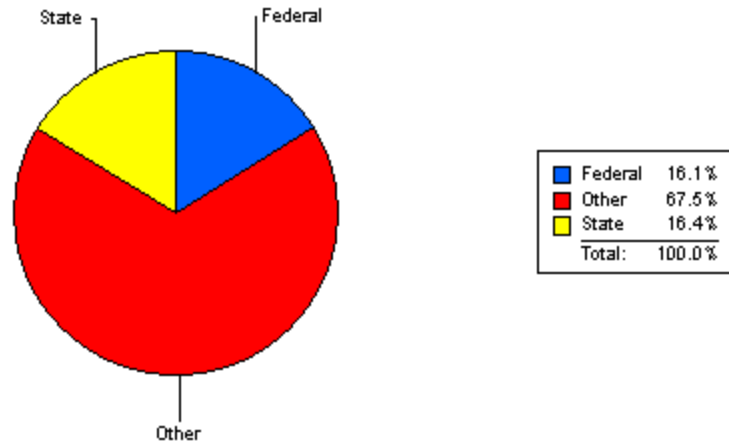
Goal:9 West Sabine Elementary will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Objective(s): PK - 6 Reduce the number of discipline referrals in 2009.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Physical Education --West Sabine Elementary provides a physical education curriculum for students in grades K-6 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 and students in grades 6-8 will participate in at least 30 minutes per day of physical activity for at least four semesters.</p> <p>The District has established the following goals for physical educator 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	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.

Goal:9 West Sabine Elementary 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 - 6 Reduce the number of discipline referrals in 2009.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: 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.	8/2009 - 5/2010	Physical Education Teacher - Jeanette Golden	Local Funds - Time Contributions of Physical Education 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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.
Strategy: 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.	8/2009 - 5/2010	Principal - Pamela Edwards	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 3-6 will pass appropriate TAKS assessments. 10% decrease in discipline referrals in comparison to 5/09. Decrease in health-related risk behaviors.

Campus Improvement Plan
West Sabine Elementary School 2009-2010

<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.</p> <p>Objective(s): PK - 6 Appropriate programs will be provided to meet student needs & prevent crisis situations.</p>						
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 the West Sabine Elementary campus and is supported by the district's Student Code of Conduct, discipline management techniques & necessary safety equipment.</p>	8/2009 - 5/2010	Principal - Pamela Edwards	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Other-12/09: Decrease in infractions of the Student Code of Conduct.	A campus 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 Elementary that promotes a safe & disciplined environment for all students, parents & faculty. These activities include:</p> <p>1) Guidance curriculum focusing on responsible behavior;</p> <p>2) Responsive services in prevention & intervention areas;</p> <p>3) Individual Planning, including Adaptive & Adjustive Social Behavior; &</p> <p>4) Coordinating program & staff support activities & services.</p>	8/2009 - 5/2010	Counselor - Janet Ashmore	Federal - Title XIV ARRA-SFSF - Time Contributions of Counselor FTE: 0.57 32,160.95	Informal Assessment :Other-01/10: A decline in the number of discipline referrals as compared to 01/09.	Guidance & Counseling Services will have a positive impact on students' achievement & social well being. Students will be actively participating in the learning process.	Informal Assessment :Other-05/10: A 25% decrease in incidents of school violence using the Principals' 2008 - 2009 reports as baseline data.

Funding Values By Program



Campus Improvement Plan
West Sabine Elementary School 2009-2010

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Student Success Initiative Grant		
Time Contributions of Accelerated Intervention Math Teacher	0.30	13,938.23
Title I, Part A		
Region VII Professional Development Cooperative	0.00	2,288.09
Contracted Professional Development	0.00	5,288.09
Professional Development Travel and Registration	0.00	0.00
Supplemental Instructional Supplies and Materials w/unit cost <5000	0.00	100.00
Travel, Registration and Fees	0.00	5,000.00
After School Tutorials Extra Duty Pay	1.00	5,512.71
Study Island Software	0.00	3,786.00
Extra Duty Pay for Bus Driver K-8	1.00	960.00
Contracted Professional Development for C-Scope	0.00	3,000.00
Professional Development Travel and Registration	0.00	5,000.00

Generated on Friday, October 01, 2010 at 12:02:27 PM

Copyright © Attila Software Productions 1996-2010 PO Box 2157 – Manchaca, TX 78652 – Phone: 866-451-9708

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Districtwide Contracted PD Services	0.00	10,000.00
Region VII Professional Development Cooperative	0.00	2,288.09
PD Travel, Registration & Fees	0.00	5,000.00
Supplemental Resources	0.00	100.00
Districtwide Region VII Personnel Services Cooperative	0.00	700.00
Contracted Professional Development	0.00	15,288.09
Region VII Professional Development Cooperative	0.00	2,288.09
Contracted Professional Development for C-Scope	0.00	3,000.00
Professional Development Travel and Registration	0.00	5,000.00
Region VII Data Management Assessment Cooperative (DMAC)	0.00	4,786.00
Technology Resources	0.00	2,244.00
Professional & Contracted Services for Grade Book	0.00	1,200.00
Supplies & Materials for Study Island Software	0.00	3,786.00
After School Tutorials Extra Duty Pay	0.00	5,512.71
Summer School K-6	1.00	6,000.00
Districtwide Contracted PD Services	0.00	10,000.00
Region VII Data Management Assessment Cooperative	0.00	4,786.00
Supplemental Instructional Supplies and Materials	0.00	100.00
Contracted Professional Development	0.00	10,000.00
Contracted C-Scope Professional Development	0.00	3,000.00
Districtwide Region VII ESC Contracted Services	0.00	8,001.09
Professional & Contracted Resources (SECCA, Inc)	0.00	1,870.00
Extra Duty Pay for Tutorials	0.00	5,512.71
Extra Duty pay for Extended Summer School Teachers K-6	1.00	6,000.00
Set-Aside for Homeless Population	0.00	500.00

Generated on Friday, October 01, 2010 at 12:02:27 PM

Copyright © Attila Software Productions 1996-2010 PO Box 2157 – Manchaca, TX 78652 – Phone: 866-451-9708

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Region VII Professional Development Cooperative	0.00	2,288.09
Region VII Data Management Assessment Cooperative (DMAC)	0.00	4,786.00
Accelerated Intervention- Math Teacher	0.50	24,723.37
Student Success Initiative Grant - Reading Aide	1.00	25,194.16
Accelerated Intervention Reading Aide	1.00	25,194.16
Title I, Part A ARRA		
Signing Bonuses	0.00	14,884.29
Professional Contracted Services SECCA, Inc.	0.00	930.00
Title II, Part A - Instructional Leadership Services		
Self Contained Class Size Reduction	91.00	34,500.82
Title II, Part A - TPTR		
Professional Services, SECCA, Inc.	0.00	773.00
Self Contained Class Size Reduction	0.91	34,500.82
Time Contributions of CSR Teacher	0.91	34,500.82
Region VII Instructional Technologies	0.00	3,379.00
Districtwide Contracted Services with Region VII for Instructional Technology	0.00	3,379.00
Contracted Services with Region VII for Instructional Technology	0.00	3,379.00
Districtwide Region VII Instructional Technology	0.00	3,379.00
Time Contributions of 5th Grade Self-Contained Teacher	0.74	35,073.25
Title II, Part D - Technology		
Region VII Instructional Technology	0.00	1,468.00
Contracted Services with Region VII for Instructional Technology	0.00	1,468.00
Contracted Services with Region VII for Instructional Technology	0.00	1,468.00

Generated on Friday, October 01, 2010 at 12:02:27 PM

Copyright © Attila Software Productions 1996-2010 PO Box 2157 – Manchaca, TX 78652 – Phone: 866-451-9708

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title II, Part D - Technology		
Region VII Instructional Technologies	0.00	1,468.00
Title II, Part D ARRA		
Technology Resources	0.00	2,805.00
Title IV-Safe & Drug-Free Schools and Communities		
Random Drug Screening	0.00	2,180.00
Contracted Random Drug Screening for Students	0.00	2,341.00
Title XIV ARRA-SFSF		
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
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Nurse	1.00	35,413.34
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Nurse	1.00	35,413.34
Time Contributions of Nurse	1.00	35,413.34
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Library Aide	1.00	20,870.00
Time Contributions of Nurse	1.00	35,413.34
Special Education COOP Fees	0.00	68,974.00

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title XIV ARRA-SFSF		
Special Education COOP Fees	0.00	68,974.00
Special Education COOP Fees	0.00	68,974.00
Professional Contracted Services, SECCA, Inc.	0.00	1,584.50
		<u>1,118,538.04</u>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds - Local & State		
Time Contributions of Staff & Faculty	0.00	979,888.00
Sabine County SPED Coop	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
Time Contributions of Foundation Teaching Staff	0.00	979,888.00
Time Contributions of Staff and Committee Members	0.00	0.00
Time Contributions of Committee Members	0.00	0.00
Coordinated Funds - Local, State, & Federal		
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
See Individual Activities	0.00	0.00
See Individual Activities	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

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds -		
Local, State, & Federal		
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
Local Funds		
Testing Resources	0.00	1,500.00
Testing Resources	0.00	1,500.00
Testing Resources	0.00	1,500.00
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 Faculty & Staff	0.00	0.00
Time Contributions of Counseling Staff	0.00	45,636.00
Time Contributions of Counseling Staff	0.00	45,636.00
Time Contributions of Administrative Staff	0.00	122,509.00
Time Contributions of Administrative Staff	0.00	122,509.00
Testing Resources	0.00	1,500.00
Testing Resources	0.00	1,500.00
Region VII ESC Bundled Services	0.00	5,749.00
Time Contributions of Administrative Staff	0.00	122,509.00
Special Education Testing Materials	0.00	100.00
Contracted Special Education Testing	0.00	0.00

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Testing Resources	0.00	1,500.00
Testing Resources	0.00	1,500.00
Testing Resources	0.00	1,500.00
Time Contributions of Special Education Staff	0.00	138,706.00
Time Contributions of Special Education Staff	0.00	138,706.00
Child Find Resources	0.00	0.00
Time Contributions of Counselor	0.00	39,818.00
Time Contributions of Counseling Staff	0.00	45,636.00
Testing Materials	0.00	1,500.00
Travel Expenses	0.00	500.00
Time Contributions of Nurse	0.00	39,958.00
Medical Supplies & Materials Resources	0.00	1,000.00
Tavel Expenses	0.00	100.00
Time Contributions of Library Staff	0.00	22,267.00
Supplies & Materials Resources	0.00	3,500.00
Time Contributions of Content Mastery Teacher	0.00	0.00
Acceptable Use Policy	0.00	0.00
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Faculty and Staff	0.00	0.00
Time Contributions of Counselor	0.00	39,818.00
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of Food Services Staff	0.00	0.00
Time Contributions of Substitutes	0.00	10,000.00
Time Contributions of General Education Staff	0.00	979,888.00

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of G/T Staff	0.00	7,813.00
Time Contributions of Special Education Staff	0.00	138,706.00
Contracted Region VII G/T Services	0.00	3,604.00
Supplies and Instructional Resources	0.00	27,500.00
G/T Supplies	0.00	500.00
Special Education Teaching Supplies	0.00	1,000.00
Special Education Travel Resources	0.00	500.00
G/T Travel Resources	0.00	500.00
Workshop Fees	0.00	1,000.00
Awards	0.00	500.00
Region VII Contracted Services	0.00	0.00
Workshop Fees	0.00	0.00
Time Contributions of Technology Staff	0.00	63,125.00
Technology Supplies	0.00	15,000.00
Time Contributions of Dyslexia Teacher	0.00	0.00
Supplemental Resources	0.00	27,500.00
Time Contributions of UIL Sponsors	0.00	5,740.00
UIL Supplies & Materials Resources	0.00	1,000.00
UIL Awards & Travel Expenses	0.00	1,250.00
Contracted Services	0.00	36,249.00
Testing Resources	0.00	1,600.00
Contracted Professional Development	0.00	0.00
Workshop Fees	0.00	1,000.00
Workshop Fees	0.00	1,000.00
Administrative Supplies	0.00	3,500.00

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Administrative Supplies	0.00	3,500.00
Administrative Supplies	0.00	3,500.00
Administrative Travel Resources	0.00	1,000.00
Travel Resources for Administrative Staff	0.00	1,000.00
Administrative Travel Resources	0.00	1,000.00
Time Contributions of Counseling Staff	0.00	45,636.00
Time Contributions of Counseling Staff	0.00	45,636.00
Time Contributions of Counseling Staff	0.00	45,636.00
Time Contributions of Counseling Staff	0.00	45,636.00
Time Contributions of Counseling Staff	0.00	45,636.00
Library Resources	0.00	3,500.00
Time Contributions of Technology Staff	0.00	63,125.00
Time Contributions of SHAC Members	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 Faculty & Staff	0.00	0.00
Time Contributions of G/T Staff	0.00	7,813.00
Time Contributions of Special Education Staff	0.00	138,706.00
Technology Supplies	0.00	15,000.00
Special Education Teaching Supplies	0.00	1,000.00
		<u>4,703,732.00</u>
State	<u>FTE</u>	<u>DollarValue</u>
ARI/AMI		
Supplemental Supplies & Materials	0.00	21,761.00

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
ARI/AMI		
Professional Development Travel and Registration	0.00	10,500.00
Bilingual Education Block Grant		
	0.00	1,298.00
	0.00	1,298.00
State Compensatory Education (SCE)		
Time Contributions of Prekindergarten Staff	3.00	83,014.23
Districtwide Region VII Services	0.00	25,000.00
Scientifically Validated Supplies and Materials	0.00	18,442.00
Tutorials for Grades K-6	15.00	5,742.94
Computer Technology Lab Aide	1.00	23,352.55
Districtwide Contracted Services with Region VII	0.00	25,000.00
Time Contributions of Prekindergarten Staff	3.00	83,014.23
Time Contributions of Prekindergarten Staff	3.00	83,014.23
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 Math Intervention Aide	1.00	22,983.16
Accelerated Intervention -Math Teacher	0.20	9,227.29
Self Contained Class Size Reduction	9.00	3,018.63
Time Contributions of Summer School Teacher	0.00	17,695.00
Time Contributions of Prekindergarten Staff	3.00	83,014.23
Time Contributions of Tutorial Staff	0.27	12,202.75
Time Contributions of CSR Teacher	0.09	3,018.63
Scientifically Validated Supplies and Materials	0.00	18,442.00

Campus Improvement Plan
West Sabine Elementary School 2009-2010

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Gifted & Talented Block Grant		
Supplies & Materials Resources	0.00	20,017.00
	0.00	20,017.00
 State Special Education Block Grant		
	0.00	455,984.00
Supplies & Materials Resources	0.00	1,000.00
Travel Expenses	0.00	500.00
Supplies & Materials Resources	0.00	1,000.00
Travel Resources	0.00	500.00
		<u>1,144,747.88</u>
Grand Total:		6,967,017.92