

# **West Sabine High School 2009-2010**

*Campus Improvement Plan*

**2009-2010 School Year**

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Campus Improvement Plan  
West Sabine High School 2009-2010

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Jackson, Susan	Principal	West Sabine High School	
Ogden, Mike	Assistant Principal	West Sabine High School	
Kilcrease, Larry	Community Representative		5-2009
Carter, Calvin	Business Representative		5-2009
Trawhon, Bridget	Teacher	West Sabine High School	5-2009
Jacks, Patricia	Business Representative	West Sabine High School	5-2009
Cunningham, Karen	Teacher	West Sabine High School	5-2009
Davis, Leslie	Paraprofessional	West Sabine High School	5-2009
Whitton, Natalie	Community Representative		5-2009
Rhame, Kim	Parent		5-2009
Ferrell, Lonnie	Teacher	West Sabine High School	5-2009
Welch, Kay	Parent		5-2009

Campus Improvement Plan  
**West Sabine High School 2009-2010**

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Pate, Mike	Superintendent	West Sabine ISD
Ogden, Mike	Principal	West Sabine High School
Kilcrease, Patsy	Secretary	West Sabine High School
Williamson, Barbara	Receptionist	West Sabine High School
McCary, Tempie	Attendance Clerk	West Sabine High School
Anderson, Barry	Band Director	West Sabine High School
Ebarb, Tina	Business Office	West Sabine ISD
Stark, Tod	Athletic Director	West Sabine ISD
Maddox, Eric	Technology Director	West Sabine ISD
Taylor, Pamela	Librarian	West Sabine ISD
Mason, Darlene	Library Aide	West Sabine High School
Burrow, Samantha	Counseling Intern	West Sabine High School
Ford, Myrtie	Nurse	West Sabine High School
Jacks, Curtis	Agriculture Teacher/FFA Advisor	West Sabine High School
Trawhon, Bridget	Government/Speech Teacher	West Sabine High School
Stark, Mary	Biology Teacher	West Sabine High School
Welch, Kay	Business/Computer Applications Teacher	West Sabine High School
Headrick, Jeffery	Coach	West Sabine High School
Stark, Mary	Coach	West Sabine High School
Cloudy, Shelia	Language Arts Teacher	West Sabine High School
Cunningham, Karen	English Teacher	West Sabine High School
White, Julie	English Teacher	West Sabine High School
Lane, Joseph	Agriculture Teacher/FFA Advisor	West Sabine High School
Perry, Jason	Algebra/Pre-Cal Teacher	West Sabine High School

Campus Improvement Plan  
**West Sabine High School 2009-2010**

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Trawhon, Bridget	GT Teacher	West Sabine High School
McGown, Lisa	English Teacher	West Sabine High School
Alvarado, Michelle	TAKS Math Teacher	West Sabine High School
Jacks, Patricia	Home Economics Teacher	West Sabine High School
Gomez, Suzette	Spanish Teacher	West Sabine High School
Stark, Mary	TAKS Science Teacher	West Sabine High School
Boston, Stephen	World History/Geography Teacher	West Sabine High School
Stark, Greg	Algebra/Geometry Teacher	West Sabine High School
Edwards, Brent	IPC/BCIS Teacher	West Sabine High School
Boston, Stephen	Content Mastery Teacher	West Sabine High School
Edwards, Brent	Coach	West Sabine High School
Jones, Jonathon	US/World History Teacher	West Sabine High School
Parrish, John	Special Education Teacher	West Sabine High School
Parrish, John	Coach	West Sabine High School
Stanley, Tim	Social Studies Teacher	West Sabine High School
Stanley, Tim	Coach	West Sabine High School
Weatherspoon, Dominique	Content Mastery Teacher	West Sabine High School
Weatherspoon, Dominique	Coach	West Sabine High School
Whitton, Natalie	Science Teacher	West Sabine High School
Whitton, Natalie	Coach	West Sabine High School
Williams, Jessica	Math Teacher	West Sabine High School
Fore, Barbara	Aide	West Sabine High School
McBride, Marie	Aide	West Sabine High School
Rhame, Kim	Aide	West Sabine High School

Campus Improvement Plan  
West Sabine High School 2009-2010

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Ellison, Becky	Food Service Director	West Sabine ISD
Ashmore, Janet	Counselor	West Sabine ISD
Parks, Jeff	ISS Teacher	West Sabine High School
Carter, Calvin	Art Teacher	West Sabine High School
Rice, Ben	Chemistry Teacher	West Sabine High School
Headrick, Jeffery	Content Mastery Teacher	West Sabine High School
	SBDMC	
	DPDMC	
	DPDMC & SBDMC	
	Classroom Teachers	

Campus Improvement Plan  
**West Sabine High School 2009-2010**

**Attendance**

**Attendance**

Goal: **97%**

	2006	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	95.40	95.90	94.90	95.90	96.12	96.34	96.56	96.78	97.00
African American	97.20	97.40	95.90	97.40	97.40	97.40	97.40	97.40	97.40
Economically Disadvantaged	94.70	95.20	94.50	95.20	95.56	95.92	96.28	96.64	97.00
Female	94.50	95.50	95.00	95.50	95.80	96.10	96.40	96.70	97.00
Male	96.10	96.10	94.80	96.10	96.28	96.46	96.64	96.82	97.00
Special Education	94.60	94.60	94.40	94.60	95.08	95.56	96.04	96.52	97.00
White	95.10	95.60	94.70	95.60	95.88	96.16	96.44	96.72	97.00

Campus Improvement Plan  
**West Sabine High School 2009-2010**

**Dropouts**

**Dropouts**

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	0.50	0.60	2.20	0.60	0.48	0.36	0.24	0.12	0.00
Economically Disadvantaged	0.90	0.00	2.00	0.90	0.72	0.54	0.36	0.18	0.00
Female	1.10	1.30	1.40	1.30	1.04	0.78	0.52	0.26	0.00
Male	0.00	0.00	2.70	0.00	2.16	1.62	1.08	0.54	0.00
Special Education	2.60	0.00	3.20	2.30	1.84	1.38	0.92	0.46	0.00
White	0.00	0.70	2.50	0.70	0.56	0.42	0.28	0.14	0.00

Campus Improvement Plan  
West Sabine High School 2009-2010

**TAKS**

Grade: **7th**                      **All Tests Taken**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	76.00	68.00	62.00	67.60	73.20	78.80	84.40	90.00
African American	0.00	40.00	0.00	50.00	60.00	70.00	80.00	90.00
Economically Disadvantaged	65.00	65.00	62.00	67.60	73.20	78.80	84.40	90.00
Female	75.00	86.00	58.00	64.40	70.80	77.20	83.60	90.00
Male	76.00	47.00	65.00	70.00	75.00	80.00	85.00	90.00
White	74.00	71.00	64.00	69.20	74.40	79.60	84.80	90.00

Grade: **7th**                      **TAKS Math**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	81.00	73.00	68.00	72.40	76.80	81.20	85.60	90.00
African American	0.00	40.00	0.00	50.00	60.00	70.00	80.00	90.00
Economically Disadvantaged	73.00	67.00	72.00	75.60	79.20	82.80	86.40	90.00
Female	80.00	86.00	67.00	71.60	76.20	80.80	85.40	90.00
Male	81.00	56.00	70.00	74.00	78.00	82.00	86.00	90.00
White	79.00	76.00	70.00	74.00	78.00	82.00	86.00	90.00

Grade: **7th**                      **TAKS Reading**                      Goal: **Exemplary**



Campus Improvement Plan  
**West Sabine High School 2009-2010**

**TAKS**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	92.00	85.00	87.00	87.60	88.20	88.80	89.40	90.00
Economically Disadvantaged	87.00	84.00	83.00	84.40	85.80	87.20	88.60	90.00
Female	94.00	95.00	88.00	88.40	88.80	89.20	89.60	90.00
Male	90.00	74.00	87.00	87.60	88.20	88.80	89.40	90.00
White	91.00	91.00	86.00	86.80	87.60	88.40	89.20	90.00

Grade: **7th**                      **TAKS Writing**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	99.00	98.00	99.00	99.00	99.00	99.00	99.00	99.00
African American	0.00	80.00	0.00	82.00	84.00	86.00	88.00	90.00
Economically Disadvantaged	99.00	97.00	99.00	99.00	99.00	99.00	99.00	99.00
Female	99.00	99.00	99.00	99.00	99.00	99.00	99.00	99.00
Male	99.00	94.00	99.00	99.00	99.00	99.00	99.00	99.00
White	99.00	99.00	99.00	99.00	99.00	99.00	99.00	99.00

Grade: **8th**                      **All Tests Taken**                      Goal: **Exemplary**

Campus Improvement Plan  
West Sabine High School 2009-2010

**TAKS**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	40.00	52.00	48.00	56.40	64.80	73.20	81.60	90.00
African American	1.00	0.00	1.00	18.80	36.60	54.40	72.20	90.00
Economically Disadvantaged	27.00	45.00	40.00	50.00	60.00	70.00	80.00	90.00
Female	38.00	44.00	46.00	54.80	63.60	72.40	81.20	90.00
Male	41.00	58.00	50.00	58.00	66.00	74.00	82.00	90.00
Special Education	1.00	20.00	0.00	34.00	48.00	62.00	76.00	90.00
White	50.00	53.00	55.00	62.00	69.00	76.00	83.00	90.00

Grade: **8th**                      **TAKS Math**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	61.00	76.00	63.00	68.40	73.80	79.20	84.60	90.00
African American	1.00	0.00	40.00	50.00	60.00	70.00	80.00	90.00
Economically Disadvantaged	53.00	71.00	55.00	62.00	69.00	76.00	83.00	90.00
Female	62.00	75.00	58.00	64.40	70.80	77.20	83.60	90.00
Male	61.00	77.00	68.00	72.40	76.80	81.20	85.60	90.00
White	76.00	76.00	65.00	70.00	75.00	80.00	85.00	90.00

Grade: **8th**                      **TAKS Reading**                      Goal: **Exemplary**

Campus Improvement Plan  
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**TAKS**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	82.00	93.00	86.00	86.80	87.60	88.40	89.20	90.00
African American	50.00	0.00	40.00	50.00	60.00	70.00	80.00	90.00
Economically Disadvantaged	85.00	90.00	85.00	86.00	87.00	88.00	89.00	90.00
Female	87.00	94.00	96.00	96.00	96.00	96.00	96.00	96.00
Male	79.00	91.00	74.00	77.20	80.40	83.60	86.80	90.00
Special Education	50.00	0.00	0.00	58.00	66.00	74.00	82.00	90.00
White	93.00	93.00	92.00	92.00	92.00	92.00	92.00	92.00

Grade: **8th**                      **TAKS Science**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	56.00	60.00	57.00	63.60	70.20	76.80	83.40	90.00
African American	25.00	0.00	1.00	18.80	36.60	54.40	72.20	90.00
Economically Disadvantaged	50.00	57.00	48.00	56.40	64.80	73.20	81.60	90.00
Female	50.00	50.00	61.00	66.80	72.60	78.40	84.20	90.00
Male	59.00	68.00	53.00	60.40	67.80	75.20	82.60	90.00
Special Education	10.00	0.00	0.00	26.00	42.00	58.00	74.00	90.00
White	65.00	59.00	67.00	71.60	76.20	80.80	85.40	90.00

Grade: **8th**                      **TAKS Social Studies**                      Goal: **Exemplary**

Campus Improvement Plan  
**West Sabine High School 2009-2010**

**TAKS**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	69.00	81.00	93.00	93.00	93.00	93.00	93.00	93.00
African American	25.00	0.00	60.00	66.00	72.00	78.00	84.00	90.00
Economically Disadvantaged	67.00	77.00	91.00	91.00	91.00	91.00	91.00	91.00
Female	67.00	78.00	91.00	91.00	91.00	91.00	91.00	91.00
Male	70.00	83.00	95.00	95.00	95.00	95.00	95.00	95.00
Special Education	20.00	60.00	0.00	66.00	72.00	78.00	84.00	90.00
White	82.00	83.00	97.00	97.00	97.00	97.00	97.00	97.00

Grade: **9th**                      **All Tests Taken**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	38.00	49.00	77.00	79.60	82.20	84.80	87.40	90.00
Economically Disadvantaged	17.00	38.00	74.00	77.20	80.40	83.60	86.80	90.00
Female	33.00	62.00	69.00	73.20	77.40	81.60	85.80	90.00
Male	41.00	42.00	82.00	83.60	85.20	86.80	88.40	90.00
White	42.00	56.00	76.00	78.80	81.60	84.40	87.20	90.00

Grade: **9th**                      **TAKS Math**                      Goal: **Exemplary**

Campus Improvement Plan  
West Sabine High School 2009-2010

**TAKS**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	34.00	50.00	78.00	80.40	82.80	85.20	87.60	90.00
Economically Disadvantaged	17.00	38.00	76.00	78.80	81.60	84.40	87.20	90.00
Female	33.00	62.00	73.00	76.40	79.80	83.20	86.60	90.00
Male	35.00	44.00	81.00	82.80	84.60	86.40	88.20	90.00
White	39.00	58.00	77.00	79.60	82.20	84.80	87.40	90.00

Grade: **9th**                      **TAKS Reading**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	95.00	89.00	97.00	97.00	97.00	97.00	97.00	97.00
Economically Disadvantaged	92.00	90.00	96.00	96.00	96.00	96.00	96.00	96.00
Female	93.00	92.00	92.00	92.00	92.00	92.00	92.00	92.00
Male	95.00	88.00	99.00	99.00	99.00	99.00	99.00	99.00
White	94.00	97.00	97.00	97.00	97.00	97.00	97.00	97.00

Grade: **10th**                      **All Tests Taken**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	36.00	57.00	33.00	44.40	55.80	67.20	78.60	90.00
African American	1.00	0.00	1.00	18.80	36.60	54.40	72.20	90.00
Economically Disadvantaged	35.00	50.00	23.00	36.40	49.80	63.20	76.60	90.00
Female	19.00	64.00	38.00	48.40	58.80	69.20	79.60	90.00
Male	52.00	52.00	31.00	42.80	54.60	66.40	78.20	90.00
White	41.00	61.00	40.00	50.00	60.00	70.00	80.00	90.00

Campus Improvement Plan  
West Sabine High School 2009-2010

**TAKS**

Grade: **10th**                      **TAKS English Language Arts**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	83.00	92.00	90.00	90.00	90.00	90.00	90.00	90.00
Economically Disadvantaged	90.00	88.00	80.00	82.00	84.00	86.00	88.00	90.00
Female	89.00	99.00	94.00	94.00	94.00	94.00	94.00	94.00
Male	76.00	87.00	88.00	88.40	88.80	89.20	89.60	90.00
White	81.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00

Grade: **10th**                      **TAKS Math**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	55.00	59.00	50.00	58.00	66.00	74.00	82.00	90.00
Economically Disadvantaged	52.00	50.00	40.00	50.00	60.00	70.00	80.00	90.00
Female	42.00	71.00	56.00	62.80	69.60	76.40	83.20	90.00
Male	67.00	52.00	46.00	54.80	63.60	72.40	81.20	90.00
White	58.00	64.00	56.00	62.80	69.60	76.40	83.20	90.00

Grade: **10th**                      **TAKS Science**                      Goal: **Exemplary**

Campus Improvement Plan  
**West Sabine High School 2009-2010**

**TAKS**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	52.00	75.00	49.00	57.20	65.40	73.60	81.80	90.00
African American	1.00	0.00	1.00	18.80	36.60	54.40	72.20	90.00
Economically Disadvantaged	52.00	73.00	33.00	44.40	55.80	67.20	78.60	90.00
Female	38.00	79.00	44.00	53.20	62.40	71.60	80.80	90.00
Male	67.00	73.00	52.00	59.60	67.20	74.80	82.40	90.00
White	59.00	81.00	59.00	65.20	71.40	77.60	83.80	90.00

Grade: **10th**                      **TAKS Social Studies**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	81.00	89.00	88.00	88.40	88.80	89.20	89.60	90.00
African American	40.00	0.00	67.00	71.60	76.20	80.80	85.40	90.00
Economically Disadvantaged	78.00	88.00	81.00	82.80	84.60	86.40	88.20	90.00
Female	76.00	99.00	88.00	88.40	88.80	89.20	89.60	90.00
Male	86.00	83.00	88.00	88.40	88.80	89.20	89.60	90.00
White	86.00	88.00	94.00	94.00	94.00	94.00	94.00	94.00

Grade: **11th**                      **All Tests Taken**                      Goal: **Exemplary**

Campus Improvement Plan  
**West Sabine High School 2009-2010**

**TAKS**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	39.00	63.00	75.00	78.00	81.00	84.00	87.00	90.00
African American	20.00	40.00	0.00	50.00	60.00	70.00	80.00	90.00
Economically Disadvantaged	42.00	64.00	67.00	71.60	76.20	80.80	85.40	90.00
Female	42.00	67.00	86.00	86.80	87.60	88.40	89.20	90.00
Male	38.00	58.00	67.00	71.60	76.20	80.80	85.40	90.00
White	43.00	66.00	79.00	81.20	83.40	85.60	87.80	90.00

Grade: **11th**                      **TAKS Math**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	42.00	79.00	84.00	85.20	86.40	87.60	88.80	90.00
African American	20.00	60.00	0.00	66.00	72.00	78.00	84.00	90.00
Economically Disadvantaged	41.00	81.00	76.00	78.80	81.60	84.40	87.20	90.00
Female	40.00	80.00	92.00	92.00	92.00	92.00	92.00	92.00
Male	43.00	79.00	78.00	80.40	82.80	85.20	87.60	90.00
White	46.00	82.00	89.00	89.20	89.40	89.60	89.80	90.00

Grade: **11th**                      **TAKS Reading/ELA**                      Goal: **Exemplary**



Campus Improvement Plan  
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**TAKS**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	84.00	85.00	97.00	97.00	97.00	97.00	97.00	97.00
African American	80.00	99.00	0.00	99.00	99.00	99.00	99.00	99.00
Economically Disadvantaged	83.00	91.00	94.00	94.00	94.00	94.00	94.00	94.00
Female	83.00	95.00	99.00	99.00	99.00	99.00	99.00	99.00
Male	84.00	74.00	94.00	94.00	94.00	94.00	94.00	94.00
White	85.00	83.00	96.00	96.00	96.00	96.00	96.00	96.00

Grade: **11th**                      **TAKS Science**                      Goal: **Exemplary**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	57.00	84.00	87.00	87.60	88.20	88.80	89.40	90.00
African American	40.00	40.00	0.00	50.00	60.00	70.00	80.00	90.00
Economically Disadvantaged	56.00	81.00	82.00	83.60	85.20	86.80	88.40	90.00
Female	33.00	75.00	85.00	86.00	87.00	88.00	89.00	90.00
Male	67.00	94.00	89.00	89.20	89.40	89.60	89.80	90.00
White	60.00	91.00	93.00	93.00	93.00	93.00	93.00	93.00

Grade: **11th**                      **TAKS Social Studies**                      Goal: **Exemplary**

Campus Improvement Plan  
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**TAKS**

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	90.00	97.00	99.00	99.00	99.00	99.00	99.00	99.00
African American	40.00	80.00	0.00	82.00	84.00	86.00	88.00	90.00
Economically Disadvantaged	88.00	95.00	99.00	99.00	99.00	99.00	99.00	99.00
Female	89.00	95.00	99.00	99.00	99.00	99.00	99.00	99.00
Male	90.00	99.00	99.00	99.00	99.00	99.00	99.00	99.00
White	99.00	99.00	99.00	99.00	99.00	99.00	99.00	99.00

## Demographics

### 2008-2009 Enrollment 7-12th

Seventh Grade: 57  
Eighth Grade: 46  
Ninth Grade: 40  
Tenth Grade: 49  
Eleventh Grade: 40  
Twelfth Grade: 45

### 2007-2008 Enrollment 7-12th

Seventh Grade: 42  
Eighth Grade: 44  
Ninth Grade: 47  
Tenth Grade: 42  
Eleventh Grade: 44  
Twelfth Grade: 38

### 2008-2009 Ethnic Distribution 7-12th

African American	30	10.8%
Hispanic	7	2.5%
White	239	86.3%
Native American	1	0.4%
Asian/Pac. Islander	0	0.0%

### 2007-2008 Ethnic Distribution 7-12th

African American	32	12.5%
Hispanic	4	1.6%
White	221	86.0%
Native American	0	0.0%
Asian/Pac. Islander	0	0.0%

2008-2009 Economically Disadvantaged 7-12th: 174 62.8%

2007-2008 Economically Disadvantaged 7-12th: 160 62.3%

2008-2009 Limited English Proficient 7-12th: 0 0.0%

2007-2008 Limited English Proficient 7-12th: 0 0.0%

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2008-2009 Students w/Disciplinary Placements 7-12th: 8 2.9%  
2007-2008 Students w/Disciplinary Placements 7-12th: 0 0.0%

2008-2009 Students Meeting State-Adopted "At-Risk" Criteria 7-12th: 147 53.1%  
2007-2008 Students Meeting State-Adopted "At-Risk" Criteria 7-12th: 135 52.5%

2008-2009 Mobility 7-12th: 27 9.8%  
2007-2008 Mobility 7-12th: 31 11.4%

2008-2009 Students per Teacher

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

2007-2008 Students per Teacher

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

### Federal Requirements - Schoolwide Program

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

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

## **Mission Statement**

All students at West Sabine High School will continue high expectations for success in a strong economic multicultural society. The future of America will depend on the educational foundation created in preparation for the rapidly changing demands of the 21st Century. Pathways beyond High School will be provided with emphasis toward higher education opportunities offered by University, Community College & Career & Technology Institutions.

## Needs Assessment Summary

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

### Student Strengths and Needs:

**Reading/ELA:** The Campus passing average for the seventh grade TAKS Reading test increased slightly from 85% in 2008 to 87% in 2009, meeting the State and district averages. The student group passing averages ranged from 83% for Economically Disadvantaged students to 88% for Female students. White, Female and Economically Disadvantaged students all experienced a slight decline in their passing averages, while Male students showed improvements. Male and Female students met or exceeded the State and district average, but White and Economically Disadvantaged students failed to meet either.

Seventh grade students performed very well on the TAKS Writing test, with the Campus and all student groups achieving passing averages of >99% and exceeding both the State and district averages.

The Campus passing average for the eighth grade TAKS Reading Test decreased from 93% in 2008 to 86% in 2009, which met the district average but did not meet the State average. Student group passing averages ranged from 40% for African American students to 96% for Female students. White, Male and Economically Disadvantaged students all experienced declines in their passing averages, most notably Males, who fell from 91% to 74%. Female students were the only subpopulation to increase their scores and exceed the State and district averages. White students exceeded only the district average, while African American, Male and Economically Disadvantaged students failed to meet the State or district averages.

The Campus passing average for the ninth grade TAKS Reading test increased from 89% in 2008 to 97% in 2009, which exceeded the State and district averages. Male and Economically Disadvantaged students improved their scores, while White and Female students remained stable. White and Male students exceeded both the State and district averages, and Female and Economically Disadvantaged students exceeded only the State average.

The Campus passing average for the tenth grade TAKS English Language Arts (ELA) test decreased slightly from 92% in 2008 to 90% in 2009, but still met the State and district averages. The scores for Females and Economically Disadvantaged students also dropped, while White students' scores remained stable and Male students' scores increased. White and Female students were the only subgroups to meet or exceed the State and district averages.

The Campus and all student groups improved their scores on the exit-level TAKS ELA test. The Campus passing average increased from 85% in 2008 to 97% in 2009, which met or exceeded the State and district averages. All student groups increased their scores; most notably, Male students improved by 20%. All students exceeded the State average, and Female students also exceeded the district average.

**Math:** The Campus passing average for the seventh grade TAKS Math test decreased from 73% in 2008 to 68% in 2009, which met the district average but did not meet the State average. Student group passing averages ranged from 67% for Females to 72% for Economically Disadvantaged students. Males and Economically Disadvantaged students improved their scores, while White and Female students' scores decreased. No student groups met the State average; White, Male and Economically Disadvantaged students exceeded only the district average; and Female students failed to meet the State or district average.

TAKS Math scores also declined for eighth grade students. The Campus passing average dropped from 76% in 2008 to 63% in 2009, which met the district average but did not meet the State average. All students groups also experienced a decline in test scores. Student group passing averages ranged from 40% for African Americans to 68% for Males. No student groups met the State average; White and Male students exceeded only the district average; and African American, Female and Economically Disadvantaged students failed to meet the State or district average.

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Ninth grade students increased their TAKS Math scores from 89% in 2008 to 97% in 2009 for the Campus, which met or exceeded the State and district averages. Males and Economically Disadvantaged students also improved their scores, while White and Female students' scores remained stable. White and Male students met or exceeded both the State and district averages, and Female and Economically Disadvantaged students exceeded only the State average.

Tenth grade students' TAKS Math scores declined for the Campus and all student groups. The Campus passing average dropped from 59% in 2008 to 50% in 2009, which met the district average but did not meet the State average. African American students performed most poorly with a passing average of <1%. The rest of the student groups' passing averages ranged from 40% for Economically Disadvantaged students to 56% for White and Female students. No student groups met the State average, and White and Female students were the only subpopulations to meet or exceed the district average.

The Campus passing average for the exit level TAKS Math test increased from 79% in 2008 to 84% in 2009, which met or exceeded both the State and district averages. Scores for White and Female students also increased, while Male and Economically Disadvantaged students' scores decreased. Student group passing averages ranged from 76% for Economically Disadvantaged students to 92% for Female students. White and Female students exceeded both the State and district averages, but Male and Economically Disadvantaged students did not meet either average.

Science: The Campus passing average for the eighth grade TAKS Science test decreased slightly from 60% in 2008 to 57% in 2009, which met the district average but did not meet the State average. African American students performed most poorly with a <1% passing average. The rest of the student groups' passing averages ranged from 48% for Economically Disadvantaged students to 67% for White students. White and Female students improved their scores and exceeded only the district average, while Male and Economically Disadvantaged students' scores decreased and did not meet the State or district averages.

Tenth grade TAKS Science scores dropped significantly from 75% in 2008 to only 49% in 2009, which met the district average but did not meet the State average. The scores for all student groups also decreased, with passing rates ranging from <1% for African American students to 59% for White students. Economically Disadvantaged students scores dropped the most dramatically, from 73% to 33%. No student groups met the State average, and White and Male students exceeded only the district average.

Scores for the exit level TAKS Science test were much better, increasing from 84% in 2008 to 87% in 2009 and meeting or exceeding the State and district averages. All student groups, except Males, also improved their scores. White and Male students exceeded both the State and district averages, but Female and Economically Disadvantaged students did not meet either average.

Social Studies: Eighth grade TAKS Social Studies scores improved for the Campus and all student groups. The Campus passing average increased from 81% in 2008 to 93% in 2009, which met or exceeded the State and district averages. Student group passing averages ranged from 60% for African American students to 97% for White students. White and Male students exceeded both the State and district averages, but African American, Female and Economically Disadvantaged students did not meet either average.

The Campus passing average for the tenth grade TAKS Social Studies test decreased slightly from 89% in 2008 to 88% in 2009, which met the district average but did not meet the State average. Student group passing averages ranged from 67% for African American students to 94% for White students. White students exceeded both the State and district averages; Male and Female students met only the district average; and African American and Economically Disadvantaged students did not meet the State or district averages.

Results for the exit level TAKS Social Studies were impressive, with the Campus and all student groups achieving passing averages of >99% and exceeding both the State and district averages.

Interventions: West Sabine High School has several programs in place to address the identified needs of its students. Supplemental Tutorials are provided after school to students in any subject area who are at risk of failing either a class or a TAKS tests. TAKS classes in Math, ELA and Science are available to assist at risk students. A Supplemental Reading teacher, Study Island and Summer School are also available to assist students in need of additional help.

See TAKS Matrix for expected academic gains.

Faculty and Staff: 100% of the staff at West Sabine High School is highly qualified. Opportunities are available for staff to attend professional development focusing on areas where students are not performing to district expectations. Local and supplemental funds will provide opportunities for travel to professional development conferences.

Attendance: Attendance rates at West Sabine High School for all students decreased slightly from 95.9% in 06-07 to 94.9% in 07-08. The campus has several activities in place that are designed to encourage attendance, such as attendance incentives and opportunities to make up attendance deficits.



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Dropout Rate: The dropout rate at West Sabine High School for all students increased slightly from 0.6% in 06-07 to 2.2% in 07-08. Several programs, including parental involvement activities and counseling programs are in place to ensure the campus dropout rate remains the same or decreases.

### Student Success Initiative (SSI)

Student Success Initiative (SSI) -- The SSI grade advancement requirements include passing the eighth grade TAKS Reading and Math tests. West Sabine High 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 8) — Beginning of Year;
- \* October 2009: Document Campus Planning for Accelerated Reading and Math Instruction Funds;
- \* October 2009: Provide First-Quarter Principal Monitoring Information;
- \* January 2010: Inform Parent of Child's Progress in Reading and Math (Grade 8) — Middle of Year;

#### MATHEMATICS FIRST ADMINISTRATION:

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

#### READING FIRST ADMINISTRATION:

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

#### MATHEMATICS SECOND ADMINISTRATION:

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

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

READING SECOND ADMINISTRATION:

\* May 19, 2010: Administer Second TAKS Grade 8 Reading Tests;

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

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

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

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

MATHEMATICS THIRD ADMINISTRATION:

\* June 29, 2010: Administer Third TAKS Grade 8 Math Tests;

\* July 16, 2010: Receive Student Results for TAKS Grade 8 Math Tests;

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

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

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

READING THIRD ADMINISTRATION:

\* June 30, 2010: Administer Third TAKS Grade 8 Reading Tests;

\* July 16, 2010: Receive Student Results for TAKS Grade 8 Reading Tests;

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

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

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

END OF YEAR:

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

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<b>Goal:1 Parents will be full partners with educators in the education of their children.</b>						
Objective(s): 7 - 12 Continue to increase parental involvement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Inclusion of Parents in the Development, Review &amp; Evaluation of the Campus Improvement Plan through the SBDMC --The Site Based Decision Making Committee (SBDMC), that includes parents, community &amp; business representatives, will review the Campus Improvement Plan (CIP) several times a year. Based on continuously updated student achievement data &amp; support data, revisions will be made to the Plan as needed &amp; recommended by the committee. (TI, A SW #6)</p> <p>Activity:</p> <p>Support in Planning Parental Involvement Strategies --The West Sabine High School principal along with the SBDMC will meet periodically to discuss parental involvement issues, programs, strategies &amp; activities. With parental input, a Parental Involvement Calendar will be developed by the campus &amp; the district. Motivational strategies will be infused within the activities &amp; the activities will be planned to encourage parental participation districtwide such as Open House &amp; Meet the Teachers Night. Parents will continue to be updated on student performance &amp; new initiatives being planned for implementation.</p> <p>Activity:</p> <p>Review of Parental Involvement Policy --West Sabine High School's SBDMC will conduct an annual review, adoption &amp; dissemination of the campus Parental Involvement policy &amp; the school/parent/student compacts.</p>	7/2009 - 6/2010	Principal - Mike Ogden	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 High School.	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 High School principal along with the SBDMC will meet periodically to discuss parental involvement issues, programs, strategies &amp; activities. With parental input, a Parental Involvement Calendar will be developed by the campus &amp; the district. Motivational strategies will be infused within the activities &amp; the activities will be planned to encourage parental participation districtwide such as Open House &amp; Meet the Teachers Night. Parents will continue to be updated on student performance &amp; new initiatives being planned for implementation.</p>	7/2009 - 6/2010	Principal - Mike Ogden	Coordinated Funds - Local, State & Federal - Time Contributions of Committee Members	<p>Informal Assessment :Other --08/09: An approved District/Campus Parental &amp; Community Involvement Calendar will have been distributed to the SBDMC for scheduling of timely announcements to parents &amp; community members.</p> <p>Monthly: A Parental Involvement calendar will be mailed to parents.</p>	West Sabine High School 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 High School's SBDMC will conduct an annual review, adoption &amp; dissemination of the campus Parental Involvement policy &amp; the school/parent/student compacts.</p>	6/2009 - 6/2010	Principal - Mike Ogden	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 High School students.	Informal Assessment :Other --12/10: Parental Involvement policies have been disseminated along with the school/parent/student compacts to all parents.

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West Sabine High School 2009-2010

<b>Goal:1 Parents will be full partners with educators in the education of their children.</b>						
Objective(s): 7 - 12 Continue to increase parental involvement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Parent Surveys --A component of the West Sabine High School Parental Involvement evaluation process is the annual distribution of a survey to parents. Survey results will be analyzed to determine material strengths &amp; weaknesses of the overall Parental &amp; Community Involvement program, as well as individual components of same.</p>	8/2009 - 5/2010	Principal - Mike Ogden	Coordinated Funds - Local, State & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Other - --08/09: Survey results will have been analyzed by the SBDMC, as reflected in appropriate minutes.	Positive Parent/Community Involvement initiatives implemented by West Sabine High School 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 &amp; Information Sharing --Coordination between programs &amp; services is achieved in part by consolidating communication &amp; information sharing efforts. Newsletters &amp; mailings bring important &amp; timely information to parents &amp; community members, including:</p> <p>1) Notification of available services through programs like Special Education, 504, Dyslexia, English as a Second Language, Gifted/Talented, and Career &amp; Technology; and</p> <p>2) Notification of important events:            * Parent Involvement Day            * Open House's during the Fall &amp; Spring Semesters            * Red Ribbon Week            * Meet the Teachers Night            * West Sabine ISD Board of Trustees Meetings            * Science &amp; History Fairs.</p>	8/2009 - 5/2010	Principal - Mike Ogden	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 High School's parents will have participated in academic-related activities in which announcements were disseminated through the campuswide communication vehicles.	West Sabine High School 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 High School activities.	Informal Assessment :Other -05/10: 25% annual increase of parental involvement at West Sabine High School compared to 2008 - 2009 school year.

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<b>Goal:1 Parents will be full partners with educators in the education of their children.</b>						
Objective(s): 7 - 12 Continue to increase parental involvement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity: Federal &amp; State Education Programs &amp; Services - -Campus-wide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal &amp; state educational programs &amp; services in which West Sabine High School participates &amp; that are available to their students at West Sabine High School. Parents are notified of the federal &amp; state regulations governing educational programs &amp; support services—soliciting recommendations in program development &amp; funding.</p>	8/2009 - 5/2010	Principal - Mike Ogden	Coordinated Funds - Local, State & Federal - Time Contributions of Staff & Faculty	<p>Informal Assessment :Other --08/09: SBDMC agendas &amp; minutes will reflect that during each planning period for the development of supplemental state &amp; federal programs for the upcoming year, meetings are held by the SBDMC to involve parents in the planning &amp; development of these programs.</p> <p>Informal Assessment :Other --(cont.) Prior to the beginning of each school year, 100% of the West Sabine High School parents will have received information regarding supplemental federal &amp; state educational support programs in which the district participates &amp; for which their students are eligible to participate.</p>	Parents as full partners with educators in the education of West Sabine High School students.	Informal Assessment :Other --05/10: SBDMC agendas & minutes will reflect that West Sabine High School parents have participated in the planning & development of the educational system of West Sabine High School, & that they were able to make educated decisions regarding their students' participation in educational & educational support programs of West Sabine High School.
<p>Activity: School Visits --Parents &amp; guardians are encouraged to visit West Sabine High School campus, especially during Open Houses held in the fall &amp; spring semesters.</p>	8/2009 - 5/2010	Principal - Mike Ogden	Coordinated Funds - Local, State & Federal - Time Contributions of Staff & Faculty	<p>Informal Assessment :Other --12/09: 50% of parents will have visited West Sabine High School to participate in educational &amp; educational support programs &amp; activities.</p>	Parents as full partners in the education of West Sabine High School students.	Informal Assessment :Other --05/10: 75% of parents will have visited West Sabine High School to participate in educational & educational support programs & activities.

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<b>Goal:1 Parents will be full partners with educators in the education of their children.</b>						
Objective(s): 7 - 12 Continue to increase parental involvement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Parent-Teacher conferences --A parent-teacher conference will be held by a teacher of any student not mastering the State academic standards. If a student is to be retained, is failing to accrue appropriate high school credits, is to attend summer school or is to be assigned to the Disciplinary Alternative Education Program (DAEP), the teacher will schedule a conference to discuss the issue or placement decision.</p> <p>At least two parent-teacher conferences will be scheduled throughout the year at the parent's convenience. Home visits will also be scheduled as needed to confer with parents.</p>	8/2009 - 5/2010	Principal - Mike Ogden	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 &amp; State student performance standards will have been scheduled for a supplemental conference.</p>

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<b>Goal:2 The students will demonstrate exemplary performance in comparison to state &amp; national standards.</b>						
Objective(s): 7 - 12 Increase the number of students taking ACT/SAT to 75% in 2010. 7 - 12 Increase percent scoring above the state ACT/SAT criterion to above state average in 2010.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Assessment Program --The SBDMC will annually review assessment requirements of the federal &amp; state programs in which West Sabine High School participates, to ensure that district-level &amp; campus-level assessment programs are 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 &amp; the Assessment Program of West Sabine High School.</p> <p>Assessment instruments &amp; procedures are in place to ensure students' strengths &amp; difficulties are identified on a timely basis &amp; to provide sufficient information on which to base effective intervention &amp; 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 &amp; student progress will be closely monitored for each student.</p>	8/2009 - 5/2010	SBDMC -	<p>Local Funds - Time Contributions of Committee Members</p> <p>Local Funds - Testing Materials</p> <p style="text-align: right;"><b>2,600.00</b></p>	<p>Informal Assessment :Classroom Assessments- -12/09: Increase in the number of students passing informal &amp; formal assessment instruments, electronic assessments &amp; TEKS-based tests as the assessment &amp; intervention process is refined.</p>	<p>All students &amp; all student groups in West Sabine High School are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards &amp; challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Classroom Assessments- -05/10: Increase in the number of students receiving passing scores on informal &amp; formal assessments, including TPRI, STAR Reading &amp; Math, TAKS, TAKS-M, and TAKS-Alt.</p>



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<b>Goal:2      The students will demonstrate exemplary performance in comparison to state &amp; national standards.</b>						
Objective(s): 7 - 12      Increase the number of students taking ACT/SAT to 75% in 2010. 7 - 12      Increase percent scoring above the state ACT/SAT criterion to above state average 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>
Activity: Assessment: Grades 7 - 11 - -West Sabine High School will administer released TAKS tests in the fall & in January to identify deficiencies for early intervention efforts.  In accordance with the State Testing Program, students will be administered the Texas Assessment of Knowledge & Skills (TAKS) in line with the State issued Student Assessment Calendar.  Admission, Review & Dismissal (ARD) Committees will determine appropriate assessment instruments for students with disabilities.	8/2009 - 5/2010	Principal - Mike Ogden	Coordinated Funds - Local, State & Federal - Time Contributions of Staff & Faculty  Local Funds - Testing Materials <div style="text-align: right;"><b>2,000.00</b></div>	Informal Assessment :Classroom Assessments - -12/09: Grades 7 - 11: 65% of all students & all student groups will achieve a passing score on TEKS-based tests in grade appropriate subject areas.	Students' deficiencies identified & addressed more quickly as teachers utilize assessment data more readily.	Criterion-Referenced Test :TAKS Tests - --05/10: Grades 7 - 11: 90% of all students & all student groups will achieve passing scores on all grade appropriate subject area TAKS test.

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<p>Activity:</p> <p>Assessment: Special Education - Full &amp; Individual Initial Evaluation of West Sabine High School 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 &amp; Individual Initial Evaluation.</p> <p>1) A student will not be referred for a full &amp; 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 &amp; activities.</p> <p>2) The referral for a full &amp; 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 &amp; 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, &amp; Section 89.1040 of the Commissioner's Rules. The determination of whether a student is eligible for Special Education &amp; related services will be made by the student's admission, review &amp; dismissal (ARD) committee.</p>	8/2009 - 5/2010	Counseling Intern - Samantha Burrow	<p>Local Funds - Time Contributions of Counselor <b>11,359.00</b></p> <p>Local Funds - Testing Materials <b>2,100.00</b></p> <p>Federal - Title XIV SFSF - Special Education COOP Fees <b>68,974.00</b></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: 80% of the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs.</p> <p>100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation &amp; Commissioner Rules.</p>

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<p>4) Any evaluation &amp; 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) &amp; Woodcock-Johnson. For Speech, tests of early language development &amp; oral language development will be administered.</p> <p>6) Through the Special Education personnel &amp; 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 7 - 11 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,</p>						

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<p>etc),</p> <p>b) the TAKS-Modified (TAKS-M) -- will evaluate progress of our students with disabilities in grades 7-11 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 &amp; 300.347, &amp; Part 300, Appendix A &amp; 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</p>						

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<p>Committee determines that the student will participate in TAKS-AIt, the IEP will include a statement of why that assessment is appropriate for the child.</p> <p>Activity: Assessment: 504 Students - -Students are referred for assessment if demonstrating chronic difficulties unresponsive to intervention strategies. Assessments are administered to determine need for ARD or 504 determinations.</p> <p>For students not ARDed into Special Education, teachers are given prescribed modifications in an IEP for 504 students. The 504 students' progress is monitored by the Counselor to ensure that their individual needs have been diagnosed accurately &amp; services are appropriate.</p> <p>Activity: Assessment: Dyslexia &amp;/or Related Disorders --West Sabine High School assesses students for Dyslexia &amp; related disorders beginning in Kindergarten. Students are tested within mandated timelines once recommended for assessment.</p>	8/2009 - 5/2010	Counseling Intern - Samantha Burrow	<p>Local Funds - Time Contributions of Counselor <b>11,359.00</b></p> <p>Local Funds - Testing Materials <b>2,000.00</b></p>	<p>Informal Assessment :Other - --12/09: 100% of the students identified as 504 have had their individual needs diagnosed appropriately &amp; are receiving timely &amp; appropriate assistance, per counselor records.</p>	504 students receiving an equitable education compared to their non-504 peers.	<p>Criterion-Referenced Test :TAKS Tests - --05/10: Grades 7 - 11: 90% will achieve a passing score on appropriate grade &amp; subject TAKS tests.</p> <p>Grade 12: 100% of all students &amp; all student groups will have accrued sufficient credits to graduate.</p>
<p>Assessment: Dyslexia &amp;/or Related Disorders --West Sabine High School assesses students for Dyslexia &amp; related disorders beginning in Kindergarten. Students are tested within mandated timelines once recommended for assessment.</p>	8/2009 - 5/2010	Counseling Intern - Samantha Burrow	<p>Local Funds - Time Contributions of Counselor <b>11,359.00</b></p> <p>Local Funds - Testing Materials <b>2,000.00</b></p>	<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: 90% of the students will have made appropriate progress through the Dyslexia program, as reflected in the Dyslexia Director's records.</p> <p>Grades 7 - 11: 90% of all students &amp; all student groups will achieve a passing score on the TAKS Reading or English Language Arts test.</p>

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<p>Activity:</p> <p>Assessment: Limited English Proficient (LEP) Students --All students have a Home Language Survey in their permanent record folders signed by their parents. The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to ninth through twelfth grade LEP students. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments based on classroom observations. TELPAS is also administered to monitor the extent to which English Language Learners (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) 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>A student may exit the ESL program if s/he is able to</p>	8/2009 - 5/2010	Principal - Mike Ogden	<p>Federal - State Bilingual Supplement Block Grant <b>1,298.00</b></p> <p>Local Funds - Testing Materials <b>2,000.00</b></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>Grades 7 - 11: 90% of LEP students taking the TAKS tests in English &amp;/or Spanish achieve a passing score on the TAKS Reading/English Language Arts test.</p> <p>Grades 7 - 12: 80% of all LEP students enrolled in West Sabine High School for at least one year taking the RPTE score "Advanced".</p>

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<p>participate equally in a regular all-English instructional program as determined by:</p> <ul style="list-style-type: none"> <li>* meeting state performance standards for the English language criterion-referenced assessment instrument for reading &amp; writing (when available) required in the Texas Education Code (TEC), §39.023, at grade level;</li> <li>* tests administered at the end of each school year to determine the extent to which the student has developed oral &amp; written language proficiency &amp; specific language skills in English;</li> <li>* an achievement score at or above 40th percentile in the reading &amp; language arts sections of an English standardized test approved by TEA;</li> <li>* other indications of a student's overall progress, including criterion-referenced test scores, subjective teacher evaluation &amp; parental evaluation; and</li> <li>* written or oral recommendation of the parent concerning the program placement.</li> </ul> <p>A parent &amp;/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 ESL 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>						

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<p>* 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</p> <p>* the student has passing grades in all core academic subjects &amp; courses taken.</p> <p>If at any time during these two years after exit the student demonstrates inadequate English proficiency, the student will be readmitted to the ESL program as prescribed by the LPAC.</p>						



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<p>Activity:</p> <p>Assessment: Students Meeting State-Adopted "At-Risk" Criteria - West Sabine High School (Grades 7 - 12) follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081 – revised .2002]</p> <p>Each student in grades 7 - 12 who is under 21 years of age &amp; who:</p> <ul style="list-style-type: none"> <li>* 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;</li> <li>* has not passed one or more of the Exit-Level TAKS tests;</li> <li>* was not advanced from one grade level to the next for one or more school years;</li> <li>* is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;</li> <li>* is pregnant or is a parent;</li> <li>* has been placed in an alternative education program in accordance with TEC Section 37.007 (conduct) in the preceding or current school year;</li> <li>* has been expelled in accordance with TEC Section 37.007 (conduct) during the</li> </ul>	8/2009 - 5/2010	Counseling Intern - Samantha Burrow	<p>Local Funds - Time Contributions of Counselor <b>11,359.00</b></p> <p>Local Funds - Testing Materials <b>2,000.00</b></p>	<p>Informal Assessment :Classroom Assessments - -12/09: 65% of the students meeting the State-adopted "at risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p> <p>Tests include:</p> <p>Grades 7 – 12: STAR Diagnostic Reading &amp; Math tests;</p> <p>Grades 7 – 12: TEKS-based core subject area tests.</p> <p>ARD committees will determine the appropriate assessment instrument for each student w/disabilities.</p>	Increased academic performance by all students & all student groups.	<p>Criterion-Referenced Test :TAKS Tests - --05/10: Grades 7 - 11: 90% will achieve a passing score on appropriate grade &amp; subject TAKS tests.</p> <p>Grade 12: 100% of all students &amp; all student groups will have accrued sufficient credits to graduate.</p>

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<p>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 &amp; 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, &amp; its subsequent amendments; or</p> <p>* resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster family group home.</p>						

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<p>Activity:</p> <p>Assessment: Gifted &amp; Talented (G/T) --Beginning in Kindergarten, students go through a nomination &amp; assessment process for Gifted &amp; 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 &amp; needs of gifted students.</p> <p>Assessment instruments include: * G/T Teacher Rating Inventory * Parent Questionnaire * Nonverbal IQ assessment * Student Interview Questions.</p> <p>Strategy:</p> <p>LEA Support in the Development of Campus Performance Objectives &amp; Their Alignment with the Campus Improvement Plan --The Superintendent &amp; Principal of West Sabine High School will assist the campus SBDMC with guidance in setting the campus' performance objectives. Campuswide performance objectives are based on data available through the comprehensive needs assessment process. West Sabine High School will adopt performance objectives reflective of their students' unique needs.</p>	8/2009 - 5/2010	GT Teacher - Bridget Trawhon	Local Funds - Testing Materials <b>2,500.00</b>	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.	G/T students identified in a timely basis & provided the appropriate educational program & enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - -05/10: 95% of the G/T students will achieve scores within the 95% - 100% range on appropriate assessment instruments.
	6/2009 - 6/2010	Superintendent - Mike Pate	Coordinated Funds - Local, State & Federal - Time Contributions of Staff & Committee Members	Informal Assessment :Other-12/09: Current assessment data indicates that at least 65% of the West Sabine High School students will be working in line w/their potential & moving closer to achieving the required performance.	The campus performance objectives will support the needs of the district & the immediate needs of the campus.	Informal Assessment :Other-See Individual Assessment Programs.

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<p>Strategy:</p> <p>Site Based Decision Making Committee (SBDMC) --Board policies &amp; 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 &amp; procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development &amp; school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent &amp; the principal of West Sabine High School, the SBDMC will play an integral role in the planning, development &amp; evaluation of the educational system of West Sabine High School.</p> <p>With prerequisite needs assessment data &amp; reports available, the SBDMC, in consultation w/districtwide Special Programs Directors &amp; Coordinators, will refine the Educational System of West Sabine High School, ensuring that all students &amp; all student groups' needs are addressed – both academic &amp; 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 &amp; quality of learning time, i.e.: Extended Day, Before &amp; After School Tutorials &amp; Summer School. Enriched &amp; Accelerated Curriculum will be used.</p> <p>The SBDMC will coordinate services available at the campus w/other agencies providing services to</p>	8/2009 - 5/2010	Principal - Mike Ogden	Local Funds - Time Contributions of Committee Members	<p>Informal Assessment :Other-12/09: The Board of Trustees &amp; Superintendent, or designee, will review the minutes of prior SBDMC meetings, analyzing the efficiency &amp; productivity of the Committees, recommending revisions to Board policies &amp; procedures to ensure a positive impact on student learning &amp; a reduction in dropout rates.</p> <p>Fall &amp; Winter 2009 - 2010 assessment data will indicate that the 2009 - 2010 Educational System designed for West Sabine High School meets the needs of all students &amp; all student groups.</p>	All students & all student groups of West Sabine High School 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"> <li>1) Reading/Language Arts</li> <li>2) Mathematics</li> <li>3) Graduation Rates for High Schools &amp; Districts.</li> </ol>

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<p>students, youths &amp; families, including health &amp; social services.</p> <p>Activity:</p> <p>Curriculum Alignment, Choices, Development, &amp; Training - -Through participation in the Region VII ESC contract for professional development, the faculty of West Sabine High School is trained in the following:</p> <p>* Instructional activities tied to the TEKS &amp; TAKS</p> <p>* Math &amp; Science Academies &amp; Developmentally Appropriate Curriculum</p> <p>* Differentiating Instruction, incorporating Science &amp; Social Studies curriculum &amp; TEKS into Reading/Language Arts &amp; Math</p> <p>* Differentiating instruction for G/T students</p> <p>* Modification implementation for students with disabilities &amp; 504 students. (TI, A SW #12, #3, #4)</p>	8/2009 - 6/2010	Principal - Mike Ogden	<p>Federal - Title I, Part A - Region VII ESC Contracted Services <b>7,301.09</b></p> <p>Federal - Title II, Part A - TPTR - Contracted Services with Region VII for Instructional Technology <b>3,379.00</b></p> <p>Federal - Title II, Part D - Technology - Contracted Services with Region VII for Instructional Technology <b>1,468.00</b></p> <p>State - State Compensatory Education (SCE) - Contracted Services with Region VII for Bundles Services <b>25,000.00</b></p> <p>Local Funds - Region VII ESC Contracted Services <b>9,353.00</b></p>	<p>Informal Assessment :Classroom Assessments - - -12/09: An increase in student scores on classroom assignments, unit &amp; 6 weeks tests, midyear STAR &amp; TEKS-based tests.</p>	<p>Students' scores on assessment instruments will increase as appropriate curriculum choices are made &amp; a refinement of same is completed &amp; as professionals &amp; paraprofessionals are provided appropriate professional development training.</p>	<p>Informal Assessment :Classroom Assessments - - -05/10: All students &amp; all student groups will have increased performance on all tests, including STAR Reading &amp; Math, TAKS, Alternative Assessments &amp; any other major program-specific tests.</p>

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

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity: Planning with Principals &amp; Other Appropriate Staff on How Supplemental Federal &amp; State Program Funds are Allocated within the LEA --The West Sabine ISD Superintendent &amp; SBDMC will conduct an annual meeting to solicit input regarding allocation of supplemental federal &amp; state program funds to West Sabine High School - i.e.: Title I, Part A; Title, Part A ARRA; Title II, Part A - Teacher &amp; Principal Training &amp; Recruitment (TPTR); Title II, Part D - Technology; Title II, Part D ARRA; Title IV - Safe &amp; Drug-Free Schools &amp; Communities; Title XIV-SFSF; &amp; State Compensatory Education (SCE).</p>	5/2009 - 8/2009	Principal - Mike Ogden	Local Funds - Time Contributions of Committee Members	Informal Assessment :Other --08/09: Supplemental federal & state programs in place for the beginning of the school year.	Campus allocations of supplemental federal & state funds based on results of the comprehensive needs assessment process & regulations governing the funding sources.  Participation in the supplemental programs will enhance student achievement & assist in maintaining the campus' low dropout rate.	Informal Assessment :Other --05/10: Meets AYP.
<p>Activity: Provide Title I, Part A Schoolwide Regulations Assistance to the Campus --The LEA, through the activities of the Superintendent &amp; the SBDMC, &amp; 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 High School is cognizant of the regulations governing the same, understands the ten components of a Title I Schoolwide Program &amp; includes these components in the West Sabine High School CIP.</p>	5/2009 - 8/2009	Principal - Mike Ogden	<p>Federal - Title I, Part A - Professional &amp; Contracted Resources (SECCA, Inc) <b>1,870.00</b></p> <p>Federal - Title I, Part A ARRA - Professional Contracted Services SECCA, Inc. <b>930.00</b></p> <p>Federal - Title XIV SFSF - Professional Contracted Services SECCA Inc <b>1,584.50</b></p>	Informal Assessment :Other --08/09: West Sabine High School SBDMC's agendas & minutes reflect a continued monitoring of the Title I Program by West Sabine ISD's Superintendent.	West Sabine High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Informal Assessment :Other --05/10: Meets AYP.

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West Sabine High School 2009-2010

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

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

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity: Coordination with principals and other appropriate staff on the development of the Application for Federal Funding --The SBDMC of West Sabine High School reviews needs assessment data &amp; a variety of federal &amp; state funding sources to meet the needs of the campus. A priority is the integration of NCLB programs with state &amp; local educational activities. West Sabine High School representatives on the SBDMC will participate, recommending strategies &amp; activities to meet the needs of the students.</p>	5/2009 - 10/2009	Principal - Mike Ogden	Local Funds - Time Contributions of Committee Members	<p>Informal Assessment :Other --07/09: West Sabine ISD NCLB Consolidated Application, Consolidated ARRA Application and Title XIV Application submitted to TEA.</p> <p>Applications will be amended if changes are warranted.</p>	Coordination of supplemental state, federal & discretionary grants to fund initiatives recommended by the SBDMC.	Informal Assessment :Other --10/10: Notice of Grant Award (NOGA) to Applications are issued & available through TEA's automated eGrants system.
<p>Activity: Planning with Principals &amp; Other Appropriate Staff on Services Provided Through the LEA &amp; 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 &amp; evaluation data of services rendered warrant continued service.</p>	5/2009 - 8/2009	Principal - Mike Ogden	<p>Local Funds - Time Contributions of Administration <b>139,832.00</b></p> <p>Local Funds - Administrative Resources <b>4,500.00</b></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 the campus.</p> <p>Contracts w/ESCs will meet identified needs &amp; will have been proven to be successful in West Sabine High School.</p>	Informal Assessment :Other --05/10: Meets AYP.

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<b>Goal:2 The students will demonstrate exemplary performance in comparison to state &amp; national standards.</b>						
Objective(s): 7 - 12 Increase the number of students taking ACT/SAT to 75% in 2010. 7 - 12 Increase percent scoring above the state ACT/SAT criterion to above state average in 2010.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>TAKS: Professional Development - TEKS &amp; TAKS workshops are available through in-house training specialists, the Region VII ESC &amp; myriad state &amp; national conferences. Training focuses include:</p> <ol style="list-style-type: none"> <li>1) Disaggregating TAKS Data;</li> <li>2) ESC Region VII Math &amp; Science Academies;</li> <li>3) Strategies &amp; modification for Special Population students with Focus on Low Income Students;</li> <li>4) Relationship between TEKS &amp; TAKS;</li> <li>5) Multisensory Approach to Instruction;</li> <li>6) Learning Styles;</li> <li>7) Writing Strategies &amp; Activities;</li> <li>8) Scientifically Research-Based strategies &amp; activities;</li> <li>9) Interpretation &amp; Use of Assessment Data;</li> <li>10) Life Skills Training for Special Education teachers;</li> <li>11) Experiential Approaches.</li> </ol> <p>Strategy:</p> <p>TEKS Curriculum --The SBDMC will review supplemental TEKS resources, make recommendations for adoptions, purchase same if needed during the 2009 - 2010 school year.</p>	7/2009 - 6/2010	Principal - Mike Ogden	<p>Federal - Title I, Part A - Region VII Professional Development Contracted Services <b>7,301.09</b></p> <p>Federal - Title I, Part A - Travel, Registration &amp; Fees <b>5,000.00</b></p> <p>Federal - Title II, Part A - TPTR - Region VII Contracted Services for Instructional Technology <b>3,379.00</b></p> <p>Federal - Title II, Part D - Technology - Region VII Contracted Services for Instructional Technology <b>1,468.00</b></p> <p>Local Funds - Workshop Fees <b>1,000.00</b></p>	<p>Informal Assessment :Other-12/09: 65% of all students &amp; all student groups will have achieved a passing score on each TEKS-based test.</p> <p>Professional &amp; 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 7 - 11: 90% of all students &amp; all student groups will achieve a passing score on the appropriate TAKS tests.</p> <p>Professional &amp; paraprofessional staff: Classroom observations indicate that at least 80% of the staff is effectively using the acquired skills.</p>
	5/2009 - 5/2010	SBDMC -	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments-01/10: 65% of all students & all student groups will have achieved a passing score on each TEKS-based test.	Exemplary Status.	<p>Criterion-Referenced Test :TAKS Tests--05/10: Grades 7 - 11: 90% of all students &amp; all student groups will achieve a passing score on the appropriate TAKS tests.</p> <p>ARD Committees will determine appropriate test for students with disabilities.</p>



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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity: Subject Integration --West Sabine High School integrates Science &amp; Social Studies TEKS into Reading, English Language Arts &amp; Math to ensure that all students are prepared for the appropriate TAKS test, as reading in the content areas &amp; mathematical applications are two strategies proven to be effective in the acquisition &amp; comprehension of all core subject areas.</p> <p>All core subject areas are integrated in the Career &amp; Technology (CTE) courses.</p>	8/2009 - 5/2010	Principal - Mike Ogden	Coordinated Funds - Local, State & Federal - Time Contributions of Staff & Faculty	<p>Informal Assessment :Other - --01/10: Teacher Lesson Plans reflect the integration of Science &amp; Social Studies TEKS into Reading &amp; Math lessons &amp; activities. Assessment data indicates that 65% of all students &amp; all student groups will have a 70% rating in the acquisition of the Science &amp; Social Studies TEKS, as documented by scores on Science &amp; Social Studies TEKS-based tests.</p> <p>Teacher Lesson Plans reflect the integration of Core Subject Area TEKS into the Career &amp; Technology courses.</p>	Exemplary Status.	<p>Criterion-Referenced Test :TAKS Tests - --05/10: 90% of all students &amp; all student groups will have a 70% rating in the acquisition of the Science &amp; Social Studies TEKS, as documented by scores on Science &amp; Social Studies TAKS tests.</p> <p>90% of all students in CTE courses will have a 70% rating in Core Subject Area acquisition as demonstrated on appropriate TAKS tests.</p>

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<b>Goal:3 An appropriate curriculum will be provided for students with special needs, including age-appropriate career education.</b>						
Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy: Extracurricular Activities &amp; University Interscholastic League (UIL) --West Sabine High School encourages student participation in extracurricular activities and UIL academic &amp; athletic competitions. (TI, A SW #2(c)(1))</p> <p>Activites &amp; organizations include:</p> <ul style="list-style-type: none"> <li>* Athletics</li> <li>* School Yearbook</li> <li>* Band</li> <li>* Student Council</li> <li>* FFA/FHA</li> <li>* Art Club</li> <li>* UIL Academics</li> <li>* School Newspaper</li> <li>* National Honor Society</li> <li>* Junior Service Club</li> <li>* Peer Assistance Leadership (PALs)</li> </ul>	7/2009 - 6/2010	Principal - Mike Ogden	<p>Local Funds - Athletics Staff &amp; Reources <b>253,200.00</b></p> <p>Local Funds - UIL Staff &amp; Resources <b>21,700.00</b></p> <p>Local Funds - Band Staff &amp; Resources <b>40,200.00</b></p> <p>Local Funds - Yearbook Staff &amp; Resources <b>4,530.00</b></p> <p>Local Funds - FFA/FHA Sponsors <b>3,060.00</b></p>	<p>Informal Assessment :Other-12/09: All students &amp; 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 :Classroom Assessments-05/10: 100% of the students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>
<p>Strategy: Foundation Program &amp; Support (Grades 7 - 12) --The West Sabine High School (Grades 7 – 12) curriculum is based on the Texas Essential Knowledge &amp; Skills (TEKS). Effective instructional strategies, activities &amp; initiatives that increase the amount &amp; quality of learning time, promoting accelerated instruction &amp; providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of West Sabine High School &amp; West Sabine ISD.</p>	8/2009 - 5/2010	Principal - Mike Ogden	<p>Coordinated Funds - Local, State &amp; Federal - See Individual Activities</p> <p>Local Funds - Time Contributions of Foundation Teachers &amp; Aides <b>905,325.00</b></p> <p>Local Funds - Textbooks &amp; Supplies <b>12,500.00</b></p> <p>Local Funds - Technology Supplies <b>15,000.00</b></p>	<p>Informal Assessment :Classroom Assessments-01/10: Grades 7 – 12: 65% of all students &amp; all student groups will pass each appropriate TEKS-based test.</p>	<p>All students &amp; all student groups academically successful as the educational system meets the needs of all.</p>	<p>Criterion-Referenced Test :TAKS Tests--05/10: Grades 7 – 11: 90% of all students &amp; all student groups will pass each grade appropriate TAKS test.</p> <p>Grade 12: 100% of all students &amp; all student groups will have accrued sufficient credits to graduate.</p>

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Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Career &amp; Technology Education (CTE) --While age-appropriate career guidance activities are implemented at all grade levels, the West Sabine ISD primary focus for Career &amp; Technology is at the High School where structured programs &amp; activities are conducted.</p> <p>All campuses participate in Career Day, where speakers of myriad occupations, including nontraditional occupations, are invited to speak to &amp; with our students.</p> <p>High School CTE courses: Each student has an equal opportunity to participate in the Career &amp; Technology Education courses that are available that support their career aspirations or as an exploration effort to determine a future career pathway.</p> <p>A. Extent of Integration: CTE teachers integrate English, Math, Science &amp; Social Studies TEKS into the Career &amp; Technology Education courses as there is a natural correlation of subject areas &amp; students that are more vocational &amp; technology oriented often learn core subject area curriculum in an application, real-world experience format.</p> <p>B. Methods of Integration:</p> <p>* Academic competencies in basic &amp; higher-order skills are identified by CTE teachers &amp; incorporated into the curriculum, including instructional activities that lead students from theory to application.</p> <p>* Academic &amp; CTE teachers participate in jointly planned staff development activities.</p>	8/2009 - 5/2010	Principal - Mike Ogden	<p>State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff <b>182,223.00</b></p> <p>State - State Career and Technology Education Block Grant - CTE Resources <b>19,000.00</b></p>	<p>Informal Assessment :Classroom Assessments - - -12/09: 65% of all students &amp; all student groups participating in High School Career &amp; Technology classes will be at least at 70% content mastery for each course.</p>	<p>All students &amp; all student groups are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards &amp; challenging State student performance standards that all students are expected to meet.</p> <p>Students, Grades 7 – 12, will be exposed to the career opportunities available so that they, along w/their parents may make informed decisions regarding their course of study.</p>	<p>Informal Assessment :Classroom Assessments - - -05/10: High School students will meet minimum expectations in Career &amp; Technology classes as reflected on end of semester report card grades.</p> <p>85% of High School students will have participated in one or more of the various Career/Technology Fairs.</p>

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

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<p>--Agricultural Resources --Home Maintenance and Improvement --Wildlife Management --Equine Science --Junior High Agriculture</p> <p>* Family &amp; Consumer Sciences --Personal and Family Development --Nutrition &amp; Food Science --Preparation for Parenting</p> <p>* Technology Education --Communication Applications --Business/Computer Applications --Web Mastery</p> <p>Activity: TEKS-based Curriculum --The West Sabine High School curriculum for grades 7 - 12 is TEKS based &amp; vertically aligned through the TEKS, offering a scope &amp; sequence continuum that lends itself to individualized instruction as students' strengths &amp; deficiencies are identified through informal &amp; formal assessments. Special supplemental programs &amp; 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 - Mike Ogden	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 &amp; formal assessment instruments, electronic assessments &amp; TEKS-based tests as the assessment &amp; intervention process is refined.</p>	All students & all student groups in West Sabine High School 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 7 - 11: 90% will achieve a passing score on appropriate grade &amp; subject TAKS tests.</p> <p>Grades 10 - 12: 80% of all students will take the ACT &amp; meet the State passing rate.</p>

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<p>Strategy:</p> <p>Programs &amp; Services for Students with Disabilities (Modifications/Instructional Arrangements) --In compliance w/Special Education regulations, West Sabine High School serves students w/disabilities in many instructional arrangements, ensuring that students are served in the "Least Restrictive Environment" (LRE).</p> <p>1) Supplementary aids &amp; services specified in the student's Individual Education Program (IEP), are based on student need, are consistently implemented &amp; result in placement in less restrictive settings, as dictated by IEPs.</p> <p>2) West Sabine High School provides a continuum of placement options at all levels. Placement decisions are driven by student need &amp; LRE considerations.</p> <p>3) The ARD Committee annually considers the general education setting &amp;/or curriculum first when placement decisions are made.</p> <p>4) The IEP is used as a road-map for faculty &amp; staff that serve students w/disabilities, providing specific guidance to the nature of the instructional &amp; instructional support programs, services &amp; 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 &amp; professionals will evaluate the student's progress. The ARD Committee will meet to review existing data &amp; determine the scope of the reevaluation.</p>	7/2009 - 6/2010	Principal - Mike Ogden	<p>Federal - Title XIV SFSF - Special Education COOP Fees <b>68,974.00</b></p> <p>State - State Special Education Block Grant - Time Contributions of SPED Staff <b>109,251.00</b></p> <p>State - State Special Education Block Grant - SPED Resources <b>1,500.00</b></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 &amp; 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>

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

Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>The individual education program (IEP) developed by the admission, review &amp; dismissal (ARD) committee for each student w/a disability shall comply w/the requirements of 34 Code of Federal Regulations (CFR), Sections 300.346 &amp; 300.347, &amp; 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>						

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<p>Activity:</p> <p>Least Restrictive Environment (LRE) --West Sabine High School tries to ensure that our students' w/disabilities are educated w/non-disabled peers in the least restrictive environment. Intervention strategies &amp; activities for students not progressing as they should are prescribed, monitored &amp; refined. Once an ARD is considered to be necessary, myriad issues are addressed:</p> <p>1) Supplementary aids &amp; services are: * specified in each student's IEP, * based on student need, * consistently implemented, and * result in placement in less restrictive settings.</p> <p>2) Placement decisions are driven by student need &amp; LRE considerations.</p> <p>3) The ARD committee annually considers the general education setting &amp;/or curriculum first when placement decisions are made.</p> <p>West Sabine High School ensures that students' w/disabilities who require related services receive the kind &amp; amount necessary to assist the child to benefit from Special Education services, as well as general education activities &amp; classes.</p> <p>1) The ARD committee assures that the need for related services is considered for each student w/disabilities &amp; there is evidence of the link between the need for the related service &amp; educational benefit to the student.</p> <p>2) Services support IEP goals &amp; are based on assessment &amp; educational needs.</p>	8/2009 - 5/2010	Principal - Mike Ogden	Coordinated Funds - Local & State - Time Contributions of Staff & Faculty	Informal Assessment :Classroom Assessments - - -12/09: 100% of the students' w/disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	<p>Informal Assessment :Classroom Assessments - - -05/10: 100% of the students w/disabilities will be meeting their mastery percentages, as dictated by their IEPs, &amp; will pass the State required assessment instrument at the end of the school year.</p> <p>The appropriate assessment instrument will be determined for each student by ARD committees.</p>



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Objective(s):

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<p>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 &amp; Counseling Services &amp; are provided by the Sabine County Special Education CO-OP, which includes West Sabine High School &amp; West Sabine ISD as a member.</p>	<p>8/2009 - 5/2010</p>	<p>Principal - Mike Ogden</p>	<p>Coordinated Funds - Local &amp; State - Time Contributions of Staff &amp; Faculty  Federal - Title XIV SFSF - Special Education COOP Fees <b>69,974.00</b></p>	<p>Informal Assessment :Other --12/09: 100% of the students w/disabilities in West Sabine High School are receiving related services as dictated in their IEPs.</p>	<p>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 &amp; challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Other --05/10: 100% of the students w/disabilities in West Sabine High School are receiving related services as dictated in their IEPs.</p>

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Objective(s):

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

<b>Goal:3 An appropriate curriculum will be provided for students with special needs, including age-appropriate career education.</b>						
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<p>Activity:</p> <p>Child Find Effort --Child Find Activities are primarily implemented at the district level, but all staff is involved in the effort. West Sabine High School puts forth a comprehensive &amp; proactive effort to find anyone needing Special Education services. Activities for Child Find include:</p> <ul style="list-style-type: none"> <li>* Regional television commercial,</li> <li>* Countywide contact with each school district &amp; contact person, and</li> <li>* Development of a comprehensive Child Find Calendar to ensure all contacts are made, i.e.: nursing homes, home schools, private schools; &amp; activities are conducted, i.e.: training surrogate parents, notifying doctors' offices, hanging Child Find Posters.</li> </ul> <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 &amp; disseminated to Foundation &amp; 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 &amp; that they are receiving timely &amp; appropriate assistance.</p>	8/2009 - 5/2010	Principal - Mike Ogden	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.
<p>Program Modifications for 504 Students --Students not being ARDed into Special Education will have an IEP drafted by the ARD Committee &amp; disseminated to Foundation &amp; 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 &amp; that they are receiving timely &amp; appropriate assistance.</p>	8/2009 - 5/2010	Principal - Mike Ogden	Coordinated Funds - Local & State - Time Contributions of Staff & Faculty	Informal Assessment :Classroom Assessments--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>Criterion-Referenced Test :TAKS Tests--05/10: Grades 7 – 11: 90% of all students &amp; all student groups will achieve a passing score on appropriate TAKS tests.</p> <p>Grade 12: 100% of all students &amp; all student groups will have accrued sufficient credits to graduate.</p>

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<p>Strategy:</p> <p>Dyslexia &amp; Related Disorders --The Dyslexia program serves students in all Grades in West Sabine High School. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>The Dyslexia teacher will implement explicit, individualized &amp; multisensory instruction that includes phonemic awareness, graphophonemic knowledge language structure, linguistic patterns &amp; processes to meet the diverse needs of dyslexic students. Kinesthetic/tactile input is used to reinforce auditory &amp; visual processing. Pull-out sessions are 1:1 or in sequencing groups. Students carry modification sheets to their classes.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	8/2009 - 5/2010	Counseling Intern - Samantha Burrow	<p>Local Funds - Time Contributions of Dyslexia Teacher</p> <p>Local Funds - Time Contribution of Counselor <b>11,359.00</b></p>	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/ELA TAKS test.</p>

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<p>Strategy:</p> <p>Supplemental Programs for Students Meeting the State-Adopted "At-Risk" Criteria --Each September &amp; January the list of students meeting the State-adopted "at-risk" criteria is updated &amp; disseminated to the campus Principal for circulation to faculty &amp; support staff. The campus Principal &amp; School Counselor, with the SBDMC, in their coordination efforts, determines through which supplemental programs &amp; services these students' needs will be met. Programs &amp; 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 &amp; other supplemental federal &amp; state funded programs, i.e.: After-School Tutorials, etc.</p> <p>Activity:</p> <p>Tutorial Program --A Tutorial program is available to students in Grades 7 - 12 on the High School campus for students meeting the State-adopted "at-risk" criteria to increase academic achievement &amp; 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 - Mike Ogden	Coordinated Funds - Local, State & Federal - See Individual Activities	<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>* Grades 7 – 8 - STAR Diagnostic Reading &amp; Math tests;</p> <p>* Grades 7 – 11 - TEKS-based core subject area tests.</p> <p>ARD committees will determine the appropriate assessment instrument for each student with disabilities.</p>	Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.	<p>Criterion-Referenced Test :TAKS Tests--05/10: Grades 7 - 11: 90% of all "at-risk" students will achieve passing scores on all grade-appropriate subject area TAKS tests.</p> <p>Grade 12: 100% of all students &amp; all student groups will have accrued sufficient credits to graduate.</p>
	8/2009 - 5/2010	Principal - Mike Ogden	<p>Federal - Title I, Part A - Extra Duty Pay for After School Tutorials <b>9,371.59</b></p> <p>Federal - Title I, Part A - Supplies &amp; Materials <b>230.00</b></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>	Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.	<p>Criterion-Referenced Test :TAKS Tests - --05/10: Grades 7 – 11: 90% will achieve a passing score on the grade appropriate &amp; subject area TAKS tests.</p> <p>Grade 12: 100% of all students &amp; all student groups will have accrued sufficient credits to graduate.</p>

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

Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity: Summer School --West Sabine High School offers a 16 day Summer School program for students who are identified as being at risk.</p>	6/2010 - 7/2010	Principal - Mike Ogden	Federal - Title I, Part A - Extra Duty pay for Summer School Teachers FTE: 1.00 <p style="text-align: right;"><b>2,000.00</b></p> State - State Compensatory Education (SCE) - Time Contribution of Summer School Teacher <p style="text-align: right;"><b>17,696.00</b></p> Federal - Title I, Part A - Supplies & Materials <p style="text-align: right;"><b>230.00</b></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 program will successfully complete the requirements for being promoted to the next grade.
<p>Activity: Learning Lab --The Learning Lab staff will provide computer lab instruction to students in grades 7-12 identified as being at risk of dropping out of school and as being low-level readers. Coordination between the foundation teachers and the Learning Lab staff takes place frequently.  The Learning Lab staff will have other assessment data available as a resource tool in determining with which skills students need supplemental assistance. The staff will have programs such as NCS and Light Span available to meet the needs of individual students.</p>	8/2009 - 5/2010	Principal - Mike Ogden Language Arts Teacher - Shelia Cloudy	State - State Compensatory Education (SCE) - Scientifically Validated Supplies and Materials <p style="text-align: right;"><b>18,442.00</b></p> State - State Compensatory Education (SCE) - Time Contributions of Supplemental Reading Teachers FTE: 0.57 <p style="text-align: right;"><b>26,473.55</b></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.	Criterion-Referenced Test :TAKS Tests - --05/10: Grades 7 – 11: 90% will achieve a passing score on the grade appropriate & subject area TAKS tests.  Grade 12: 100% of all students & all student groups will have accrued sufficient credits to graduate.

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<p>Activity:</p> <p>TAKS Enrichment --The Enrichment teachers will provide additional instructional time for students in grades 7-11 at risk of dropping out of school to assist them in the acquisition of the TEKS and the TAKS objectives. This program is for students that have been unsuccessful in passing TAKS tests, or achieving adequate yearly progress.</p>	8/2009 - 5/2010	Principal - Mike Ogden TAKS Science Teacher - Mary Stark English Teacher - Julie White Algebra/Pre-Cal Teacher - Jason Perry Chemistry Teacher - Ben Rice Algebra/Geometry Teacher - Greg Stark TAKS Math Teacher - Michelle Alvarado	<p>State - State Compensatory Education (SCE) - Time Contributions of TAKS Enrichment Teachers FTE: 1.43 <b>58,295.65</b></p> <p>Federal - Title I, Part A - Extra Duty Pay for TAKS Tutorials <b>9,102.50</b></p> <p>Federal - Title I, Part A - Time Contributions of TAKS Math &amp; Science Teachers FTE: 0.29 <b>15,940.57</b></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.	Criterion-Referenced Test :TAKS Tests - --05/10: Grades 7 – 11: 90% will achieve a passing score on the grade appropriate & subject area TAKS tests.
<p>Activity:</p> <p>Study Island --Study Island is a web-based state assessment preparation program available to West Sabine High School students in need of remediation in any core academic areas.</p>	8/2009 - 5/2010	Principal - Mike Ogden	Federal - Title I, Part A - Study Island Software <b>4,509.00</b>	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.	Criterion-Referenced Test :TAKS Tests - --5/10: Grades 7-11: 90% of students will achieve a passing score on the grade appropriate subject area TAKS tests.

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<p>Strategy:</p> <p>Limited English Proficient (LEP): English as a Second Language (ESL) --Based on LPAC prescription, West Sabine High School 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 &amp; comprehending, speaking, reading &amp; 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 &amp; competencies all students should learn. LEP students are instructed in these areas in a manner appropriate to their needs &amp; English proficiency using state-adopted textbooks for ESL. Student's progress through levels is based on performance &amp; 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 language arts sections of an English</p>	8/2009 - 5/2010	Principal - Mike Ogden	Local Funds - Time Contributions of Faculty & Staff	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>



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<p>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 &amp; 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> <p>Strategy: Gifted &amp; Talented Program --West Sabine High School provides a Gifted and Talented Program for high-achieving students. Students may enroll in Pre-AP, AP and/or Dual Credit courses.</p>	8/2009 - 5/2010	GT Teacher - Bridget Trawhon	<p>Local Funds - Time Contributions of GT Staff <b>6,458.00</b></p> <p>Local Funds - GT Resources <b>1,600.00</b></p>	Informal Assessment :Other-12/09: 95% of GT students will meet minimum expectations on all benchmark assessments	GT students are provided with a challenging curriculum that enables them to reach their full potential.	Criterion-Referenced Test :TAKS Tests--5/10: 95% of GT students will achieve scores within the 95% - 100% range on appropriate assessment instruments.

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<p>Strategy: Ancillary Services --West Sabine High School 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>	<p>8/2009 - 5/2010</p>	<p>Counseling Intern - Samantha Burrow Nurse - Myrtie Ford Librarian - Pamela Taylor</p>	<p>Coordinated Funds - Local, State &amp; Federal - See Individual Activities</p>	<p>Informal Assessment :Other-12/09: 65% of the students referred for Ancillary Services will have been served as indicated in campus records.</p>	<p>All students &amp; all student groups are involved in an equitable education, with Ancillary Services available to help "level the playing field".</p>	<p>Informal Assessment :Other-05/10: Increase in the number of students receiving passing scores on developmental inventories: STAR &amp; TAKS.</p>

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<p>Activity:</p> <p>Counseling &amp; Guidance Programs --The School Counselor is responsible for:</p> <ul style="list-style-type: none"> <li>* 1:1 review of TAKS scores w/students scoring below district expectations,</li> <li>* 1:1 &amp; small group counseling sessions,</li> <li>* Focused informal groups—behavior &amp; attendance,</li> <li>* Assistance w/testing coordination,</li> <li>* Class presentations on health, communication, drug &amp; alcohol abstinence, behavior &amp; safety related issues,</li> <li>* TAKS presentations,</li> <li>* Responsive services,</li> <li>* Parent Training, &amp;</li> <li>* Individual student planning.</li> </ul> <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"> <li>* Diagnostic/Prescriptive Services,</li> <li>* Coordination of Services--Academic &amp; Related Services,</li> <li>* Child Find Activities,</li> <li>* ARDs,</li> <li>* Parent Training,</li> <li>* Student Planning &amp; Transition Services, &amp;</li> <li>* Training West Sabine High School Foundation Staff on Modifications for Special Education Students.</li> </ul> <p>The West Sabine High School Counselor will be responsible for disseminating the following information to students, students' teachers &amp; students' parents:</p> <p>1) Higher education admissions &amp; financial aid opportunities (Sources of information on higher education admissions &amp; financial aid, are provided to ensure that all</p>	8/2009 - 5/2010	Counseling Intern - Samantha Burrow	<p>Local Funds - Time Contributions of Counselor <b>11,359.00</b></p> <p>Local Funds - Counselor Travel <b>500.00</b></p>	<p>Informal Assessment :Other --12/09: The Counselor's records &amp; semi-annual reports to the principals &amp; Central administration indicate that students referred for assistance have been contacted &amp; ,as appropriate, received assistance. The Counselor has completed the Calendar of Events &amp; Activities for the first semester &amp; has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention &amp;/or intervention.</p>	<p>Issues related to Counseling &amp; Guidance will have been addressed to ensure a positive impact on all students, resulting in increased student achievement &amp; a reduction in the drop-out rate for all students &amp; all student groups.</p>	<p>Informal Assessment :Other --05/10: Increase in the number of students receiving passing scores on Informal inventories: STAR Assessment, TAKS, Oral Language Proficiency tests, TAKS-M &amp; TAKS-Alt.</p>

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<p>West Sabine High School students have an equal opportunity to participate in higher education.);</p> <p>2) The TEXAS grant program &amp; the Teach for Texas grant program established under Subchapter M, Chapter 56;</p> <p>3) The need for students to make informed curriculum choices to be prepared for success beyond high school.</p> <p>Activity: Nursing Services --The school nurse provides nursing services to West Sabine High School students, including screening activities such as vision, height &amp; weight.</p>	8/2009 - 5/2010	Principal - Mike Ogden Nurse - Myrtie Ford	<p>Federal - Title XIV SFSF - Time Contributions of Nurse's Aide FTE: 1.00 <b>25,149.25</b></p> <p>Local Funds - Nursing Supplies <b>1,000.00</b></p> <p>Local Funds - Nurse Travel <b>100.00</b></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 &amp; medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement &amp; a reduction in the dropout rate for all students &amp; all student groups.</p>	<p>Informal Assessment :Other --05/10: Nurse's records indicate all screening has been conducted as required. Everyday medical assistance has been provided. Students with needs beyond the Nurse's certification have been referred to the appropriate professionals for treatment.</p>
<p>Activity: Library Services --A Certified Librarian &amp; Library Aide conduct the Library-Media Services program. Available resources include:  * Full-scale Library facilities available to all students; * Accelerated Reader Books &amp; Tests; * Computers with Internet access; * Electronic encyclopedias &amp; references; * Interactive Language Arts, Math, Science &amp; Social Studies Software.</p>	8/2009 - 5/2010	Librarian - Pamela Taylor Library Aide - Darlene Mason	<p>Local Funds - Library Periodicals, Books &amp; Supplies <b>3,000.00</b></p> <p>Federal - Title XIV SFSF - Time Contributions of Library Aide FTE: 1.00 <b>25,541.23</b></p> <p>Local Funds - Professional &amp; Contracted Services for Athena Software <b>500.00</b></p>	<p>Informal Assessment :Other --12/09: All West Sabine High School students have access to a library on a regularly scheduled basis.  Librarian &amp; teacher records indicate that at least 80% of the students have participated in Library activities.</p>	<p>The West Sabine High School library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement &amp; a 0% dropout rate for all students &amp; all student groups.</p>	<p>Informal Assessment :Other --05/10: All West Sabine High School students have access to a library on a regularly scheduled basis.  Librarian &amp; teacher records indicate that 100% of the students have participated in Library activities.</p>

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Homeless Services --The West Sabine High School Homeless Liaison will work with the district administrators &amp; counseling &amp; nursing personnel in the identification &amp; 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 &amp; plight of the homeless student &amp; strategies &amp; activities that can be implemented at the district level, on the campus level &amp; at the individual level. The WSISD will be in compliance with federal Homeless regulations.</p> <p>Strategy:</p> <p>Career Concentration --Through Gaining Early Awareness &amp; Readiness for Undergraduate Programs (GEAR UP), West Sabine ISD provides students with a career concentration effort. GEAR UP is a partnership between universities &amp; secondary schools to encourage &amp; prepare students to continue their education beyond high school. A few of the activities included with the program are: * provide access for all students to career information; and * mini math camp for 10th graders at Angelina College.</p> <p>GEAR UP is part of a national initiative to encourage students to have high expectations, stay in school, take the right courses, prepare for &amp; go to college.</p>	8/2009 - 5/2010	Counseling Intern - Samantha Burrow	<p>Federal - Title I, Part A - Set-Aside for Homeless Population <b>500.00</b></p> <p>Local Funds - Time Contribution of Counselor <b>11,359.00</b></p>	<p>Informal Assessment :Other --12/09: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district &amp; Title I have to the Homeless students.</p>	<p>No student will suffer an interruption in his/her education because of homelessness.</p> <p>Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards &amp; challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Other --05/10: 85% of the homeless students identified were promoted to the next grade &amp; achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.</p>
<p>Career Concentration --Through Gaining Early Awareness &amp; Readiness for Undergraduate Programs (GEAR UP), West Sabine ISD provides students with a career concentration effort. GEAR UP is a partnership between universities &amp; secondary schools to encourage &amp; prepare students to continue their education beyond high school. A few of the activities included with the program are: * provide access for all students to career information; and * mini math camp for 10th graders at Angelina College.</p> <p>GEAR UP is part of a national initiative to encourage students to have high expectations, stay in school, take the right courses, prepare for &amp; go to college.</p>	8/2009 - 5/2010	Principal - Mike Ogden	<p>Local Funds - Time Contributions of Faculty &amp; Staff <b>11,890.00</b></p> <p>Local Funds - Contracted Professional Development <b>5,110.00</b></p> <p>Local Funds - GEAR UP Supplies &amp; Materials <b>5,000.00</b></p> <p>Local Funds - Travel Expenses <b>13,000.00</b></p>	<p>Informal Assessment :Other-12/09: Counselor will review students' schedules &amp; GEAR UP committee meeting minutes to assure that all students are taking advantage of career concentration efforts.</p>	<p>Students will have the opportunity to investigate varied career paths to create more diversified students &amp; help prepare students for the future.</p>	<p>Informal Assessment :Other-05/10: The number of students completing advanced classes will have increased. 6th Grade students will have completed career plan in preparation for high school &amp; the future.</p>

Campus Improvement Plan  
West Sabine High School 2009-2010

<b>Goal:4      The campus will meet or exceed the state standard of 96% attendance rate.</b>						
Objective(s): 7 - 12      The campus attendance rate will increase to 96% in 2010.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy: Attendance Rates Disaggregated by Student Groups &amp; Gender --Parents will be provided with attendance requirements through the Student/Parent handbook, during Open House, &amp; during parent meetings.</p> <p>Procedures to promote student attendance will include:</p> <ul style="list-style-type: none"> <li>* Monitoring of individual student attendance by phone calls &amp; letters to parents;</li> <li>* Classroom recognition of students with perfect attendance; and</li> <li>* Certificates &amp; plaques to year end perfect attendance honorees.</li> </ul> <p>Daily contact will be made with parents of students who are absent.</p>	5/2009 - 5/2010	Secretary - Patsy Kilcrease	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.	<p>Informal Assessment :Other-05/10: Student attendance will reach 96% for 2009 – 2010.</p> <p>Contact with 100% of students who have excessive absences.</p>
<p>Strategy: Incentive Program --Classroom teachers distribute recognitions for attendance, achievement &amp; 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 - Mike Ogden	Local Funds - Awards <b>1,500.00</b>	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 High School faculty will encourage academic growth & increased student attendance.	<p>Informal Assessment :Other-05/10: Attendance records will indicate that all students &amp; all student groups have an attendance rate of not less than 96%. Student groups whose attendance rates have been higher will meet or exceed those rates.</p>

Campus Improvement Plan  
West Sabine High School 2009-2010

<b>Goal:5      The campus dropout rate will not exceed 0.1%.</b> Objective(s): 7 - 12      The campus dropout rate will be less than 1% 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>
Strategy: Dropout Rates Disaggregated by Student Groups & Gender --Trends will be established & disseminated to campus principal & SBDMC of West Sabine High School.	5/2009 - 5/2010	Counseling Intern - Samantha Burrow	Local Funds - Time Contributions of Counselor <b>11,359.00</b>	Informal Assessment :Other-12/09: 100% of the campus' current dropouts will have been identified & statistical trends identified & disseminated to the campus Principal for planning 2009 - 2010 intervention programs.	Campuswide trends in student dropouts will be disseminated to West Sabine High School Principal 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 the campus principal for planning 2009 - 2010 intervention programs.  0% dropout rate for 2009 - 2010.
Strategy: Dropout Prevention Program - -Dropout prevention & intervention efforts begin in Prekindergarten in West Sabine ISD with West Sabine Elementary joining the effort to implement activities & programs that will, in time, help reduce the dropout rate of all students & all student groups, or help maintain the district dropout rate of 0.0%.  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.  Programs & services for these students are developed & implemented in an effort to reduce West Sabine High School's dropout rate.	8/2009 - 6/2010	Principal - Mike Ogden	Coordinated Funds - Local, State & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Other-See Individual Activities.	Maintain West Sabine High School's dropout rate of 0.0%.  100% Graduation Rate.	Informal Assessment :Other-See Individual Activities.

Campus Improvement Plan  
West Sabine High School 2009-2010

<b>Goal:5 The campus dropout rate will not exceed 0.1%.</b>						
Objective(s): 7 - 12 The campus dropout rate will be less than 1% in 2009.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Review of Students' Retention Records &amp; Rates by Student Groups --The West Sabine High School Counselor will review cumulative folders of all students retained in 2009 - 2010 &amp; 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 High School that will best meet the needs of our students at risk of dropping out of school &amp; serve to reduce the retention rates in grades 7 - 12.</p>	5/2009 - 5/2010	Counseling Intern - Samantha Burrow	Local Funds - Time Contributions of Counselor <b>11,359.00</b>	Informal Assessment :Other --12/09: All 2008 - 2009 retainee's folders & folders of students' not earning required credits for graduation at the end of the first semester, 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 & folders of students' not earning required credits for graduation have been reviewed by the Counselor. Specific indicators have been identified that resulted in the retention of West Sabine High School students in 2009 - 2010 with the Counselor & Principal 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 &amp; classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> <li>* Self-Esteem Development;</li> <li>* Motivation to Achieve;</li> <li>* Decision-making, Goal Setting, Planning &amp; Problem-Solving;</li> <li>* Interpersonal Effectiveness;</li> <li>* Communication Skills; and</li> <li>* Responsible Behavior.</li> </ul>	8/2009 - 5/2010	Counseling Intern - Samantha Burrow	Local Funds - Time Contributions of Counselor <b>11,359.00</b>	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 High School 2009-2010

<b>Goal:5      The campus dropout rate will not exceed 0.1%.</b> Objective(s): 7 - 12      The campus dropout rate will be less than 1% in 2009.						
<i><b>Implementation: Reform Methodologies, Strategies and Activities</b></i>	<i><b>TimeLine</b></i>	<i><b>Person(s) Responsible</b></i>	<i><b>Resources / Allocation</b></i>	<i><b>Formative Evaluation</b></i>	<i><b>Expected Outcome</b></i>	<i><b>Summative Evaluation</b></i>
Activity: Counseling & Guidance: Individual Planning --The Counselor will assist students in monitoring & understanding their own development. Areas addressed include:  * Education: Acquisition of Study Skills & Choosing Appropriate Programs & Services;  * Career: Need for Positive Work Habits & Career Awareness--Investigations of Opportunities; and  * Personal-Social: Development of Healthy Self-Concepts & Development of Adaptive & Adjustive Social Behavior.	8/2009 - 5/2010	Counseling Intern - Samantha Burrow	Local Funds - Time Contributions of Counselor <b>11,359.00</b>	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.	Informal Assessment :Other --05/10: Reduction in conduct referrals to the Principal, increased academic achievement & reduced retention & dropout rates.
Activity: Counseling & Guidance: System Support --The Counselor will provide program & staff support activities & services, including:  * Parent Education: Informational meetings held through the community for parents to learn of student opportunities & responsibilities;  * Teacher/Administrator Consultation;  * Staff Development for Educators to become highly qualified & to learn strategies for serving Special Populations students; and  * School Improvement Planning for Special Populations students.	8/2009 - 5/2010	Counseling Intern - Samantha Burrow	Local Funds - Time Contributions of Counselor <b>11,359.00</b>	Informal Assessment :Other --12/09: Increased student success in meeting academic requirements.	For all students & all student groups: Increased student achievement, reduced retention rates & reduced dropout rates.	Informal Assessment :Other --05/10: Reduction in conduct referrals to the Principal, increased academic achievement & reduced retention & dropout rates.

Campus Improvement Plan  
West Sabine High School 2009-2010

<b>Goal:5      The campus dropout rate will not exceed 0.1%.</b>						
Objective(s): 7 - 12      The campus dropout rate will be less than 1% in 2009.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Counseling & Guidance: Responsive Services --The counselor will conduct responsive services in prevention & intervention areas. Areas of focus will include:  * 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	Counseling Intern - Samantha Burrow	Local Funds - Time Contributions of Counselor <b>11,359.00</b>	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 High School 2009-2010

<b>Goal:6 Qualified &amp; highly effective personnel will be recruited, developed, &amp; retained.</b> Objective(s): 7 - 12 Recruit & retain highly qualified staff.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy: 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 High School 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> <p>1) Recruiting visits conducted by Region VII ESC personnel &amp; attended by district personnel; 2) Online job postings, &amp; applicant databases; 3) Certification &amp; permit services; and 4) Cooperative ads in educational publications. (TI, A SW #5)</p>	5/2009 - 5/2010	Principal - Mike Ogden	Federal - Title I, Part A - Region VII Personnel Services Cooperative <p style="text-align: right;"><b>700.00</b></p> Federal - Title I, Part A ARRA - Signing Bonuses <p style="text-align: right;"><b>14,851.35</b></p> Federal - Title I, Part A ARRA - Science & Math Stipends <p style="text-align: right;"><b>16,501.51</b></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 district.	Informal Assessment :Other-05/10: Recruitment strategies & activities have resulted in the employment of additional certified professionals, minority professionals & trained paraprofessionals.
<p>Strategy: LEA's Districtwide Training Strategies --As some of West Sabine High School students are considered "Special Populations" students, the LEA provides districtwide programs &amp; 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. (TI, A SW #4)</p>	7/2009 - 6/2010	SBDMC -	Federal - Title I, Part A - Contracted Professional Development <p style="text-align: right;"><b>20,301.09</b></p> Local Funds - Region VII Contracted Services <p style="text-align: right;"><b>9,353.00</b></p> Local Funds - Workshop Fees <p style="text-align: right;"><b>1,000.00</b></p>	Informal Assessment :Other-12/09: 100% of the West Sabine High School 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 High School 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 High School 2009-2010

<b>Goal:6      Qualified &amp; highly effective personnel will be recruited, developed, &amp; retained.</b>						
Objective(s): 7 - 12      Recruit & retain highly qualified staff.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Safe & Disciplined Environment - -West Sabine High School 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 - Mike Ogden	Coordinated Funds - Local, State & Federal - Time Contributions of Staff & Faculty  Federal - Title IV-Safe & Drug-Free Schools and Communities - Contracted Drug Screening  <p style="text-align: right;"><b>2,180.00</b></p>	Informal Assessment :Other-12/09: Teacher interviews indicate that 80% of them appreciate & feel comfortable in the environment created for them at West Sabine High School & consider it conducive to teaching & student learning.	Maintain low teacher turnover as teachers consider West Sabine High School a safe, disciplined & comfortable environment in which to teach.	Informal Assessment :Other-05/10: 90% of the faculty & staff will remain at West Sabine High School for the 2009 - 2010 school year.



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<b>Goal:7 Educators will keep abreast of the development of creative &amp; innovative techniques in instruction &amp; administration using those techniques as appropriate to improve student learning.</b> Objective(s): 7 - 12 Provide professional development aligned with staff needs assessments.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
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 - Mike Ogden	Federal - Title I, Part A - Region VII Professional Development Cooperative  <b>2,288.09</b>	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.	Exemplary Status.  A Professional Development Program that ensures the development of successful teachers & support staff, & by extension, ensures academic success for all students.	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.

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<b>Goal:8 Technology will be implemented &amp; used to increase the effectiveness of student learning, instructional management, staff development, &amp; administration.</b>						
Objective(s): 7 - 12 Integrate technology into the instructional program.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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 &amp; kinesthetic learning environment. All West Sabine High School 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	<p>Local Funds - Time Contributions of Technology Staff <b>36,972.00</b></p> <p>Local Funds - Technology Supplies <b>15,000.00</b></p> <p>Federal - Title I, Part A - Region VII Data Management Assessment Cooperative (DMAC) <b>5,013.00</b></p> <p>Federal - Title I, Part A - Technology Resources <b>2,244.00</b></p> <p>Federal - Title II, Part A - TPTR - Contracted Services with Region VII for Instructional Technology <b>3,379.00</b></p> <p>Federal - Title II, Part D - Technology - Contracted Services with Region VII for Instructional Technology <b>1,468.00</b></p> <p>Federal - Title II, Part D ARRA - District Technology Resources <b>2,805.00</b></p>	<p>Informal Assessment :Other-12/09: Appropriate hardware &amp; software will be available in classrooms, labs &amp; the library so that teachers may begin training on integrating technology into instruction.</p>	<p>The educational system of West Sabine High School will be expanded to include a technological infrastructure with state of the art hardware &amp; software systems that will support the educational growth of students, faculty, parents &amp; community members.</p>	<p>Informal Assessment :Other-05/10: Review of professional development activities &amp; annotations provided by faculty of each training session attended indicate that 80% of the West Sabine High School faculty has received prerequisite training for the successful utilization of technology as an instructional tool.</p>

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

Objective(s): 7 - 12 Integrate technology into the instructional program.

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity: Integration of Technology into Instruction --West Sabine High School classroom teachers are using technology as an alternative instructional tool. Activities include:</p> <ol style="list-style-type: none"> <li>1) Using instructional software programs to support student learning within the classroom for drill &amp; reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles &amp; self-paced progression.</li> <li>2) Using computer software &amp; Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons &amp; provide demonstrations to teach or support a lesson.</li> <li>3) Accelerated Reader tests may be taken in the classroom, computer labs or in the library, providing the student &amp; his/her teacher with timely feedback regarding each student's reading skills.</li> <li>4) The Internet opens a window of opportunity in which classroom teachers direct students to specific websites that provide enrichment activities that support &amp; extend class instruction. Faculty uses the Internet to access innumerable educational resources.</li> <li>5) Internet access provides students access to an unlimited number of websites for research projects--material unavailable through traditional library access.</li> <li>6) Teachers will use the Internet as a means of differentiating instruction for students meeting</li> </ol>	8/2009 - 5/2010	Principal - Mike Ogden	<p>Federal - Title I, Part A - Region VII Data Management Assessment Cooperative (DMAC) <b>5,013.00</b></p> <p>Federal - Title II, Part A - TPTR - Contracted Services with Region VII for Instructional Technology <b>3,379.00</b></p> <p>Federal - Title II, Part D - Technology - Contracted Services with Region VII for Instructional Technology <b>1,468.00</b></p> <p>Federal - Title II, Part D ARRA - District Technology Resources <b>2,805.00</b></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 &amp; software systems to integrate technology into instruction.</p> <p>Special Populations students like Special Education students, &amp; G/T students benefiting from the differentiation of instruction &amp; 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 High School students will achieve the following:</p> <p>Grades 7 - 11: 90% will achieve a passing score on the grade appropriate &amp; subject area TAKS tests.</p> <p>Grades 7 - 8: 80% of students will score at or above their grade level on the STAR Reading Diagnostic Tests.</p> <p>Grade 12: 100% of all students &amp; all student groups will have accrued sufficient credits to graduate.</p>



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<b>Goal:8 Technology will be implemented &amp; used to increase the effectiveness of student learning, instructional management, staff development, &amp; administration.</b>						
Objective(s): 7 - 12 Integrate technology into the instructional program.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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, &amp;/or reading comprehension skills. These include the STAR Reading &amp; Math Diagnostic assessments.</p> <p>The STAR assessments provide teachers with student assessment data, including grade equivalent performance in reading &amp; math, as well as independent reading levels so that they may prescribe specific paths of study.</p>	8/2009 - 5/2010	Principal - Mike Ogden	<p>Federal - Title I, Part A - Professional &amp; Contracted Services for Grade Speed <b>1,200.00</b></p> <p>Federal - Title I, Part A - Supplies &amp; Materials for Study Island Software <b>4,509.00</b></p>	<p>Informal Assessment :Other-12/09: Principals' review of teachers' Lesson Plans &amp; support documentation will indicate that 65% of the teachers are using individual student data, generated through the use of technology, to differentiate instruction &amp; prescribe specialized activities for Special Populations students--i.e.: G/T, Special Education, Dyslexic, etc.</p> <p>Informal Assessment :--(cont.) Principals' review of teachers' Lesson Plans &amp; daily schedules will indicate that sufficient time is scheduled to support the acquisition of reading &amp; math skills.</p>	<p>Special Populations students, including Special Education, G/T, Students in an "at-risk" situation, 504, etc. are taking computer generated assessment instruments &amp; working through self-paced activities &amp; their teachers are taking the continuously updated student data &amp; prescribing an equitable, &amp; possibly unique, education for each student--based on individual needs that are being tracked &amp; documented through a technological instructional management system.</p>	<p>Informal Assessment :Classroom Assessments--05/10: All West Sabine High School students will achieve the following:</p> <p>Grades 7 - 11: 90% will achieve a passing score on the grade appropriate &amp; subject area TAKS tests.</p> <p>Grades 7 - 8: 80% of students will score at or above their grade level on the STAR Reading Diagnostic Tests.</p> <p>Grade 12: 100% of all students &amp; all student groups will have accrued sufficient credits to graduate.</p>

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**Goal:9 West Sabine High School 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): 7 - 12 Reduce the number of discipline referrals in 2010.  
 7 - 12 Reduce the number of offenses due to tobacco, alcohol, & drugs in 2010.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Technology: Acceptable Use Policy --Every West Sabine High School faculty member, student &amp; parent having access to West Sabine High School computers, networked &amp;/or Internet connected, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students &amp; a parent or legal guardian, as well as a Parent Permission Form.</p> <p>West Sabine High School is in compliance with the Children's Internet Protection Act (CIPA).</p>	8/2009 - 5/2010	Principal - Mike Ogden	Local Funds - Acceptable Use Policy	Informal Assessment :Other-12/09: 100% of the faculty, students & parents at West Sabine High School 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.
<p>Strategy:</p> <p>Drug, Alcohol &amp; Substance Abuse Program for Students, Parents, Staff &amp; Community --Annual review of tobacco, alcohol &amp; other drug use incident data will be conducted by the districtwide Counselor &amp; campus Principal, using the data to plan specific programs &amp; activities. West Sabine High School will coordinate with community-wide efforts to achieve drugs &amp; violence prevention goals, as well as with other federal, state &amp; local programs.</p>	8/2009 - 5/2010	Principal - Mike Ogden	Federal - Title IV-Safe & Drug-Free Schools and Communities - Contracted Services for Random Drug Screenings <p style="text-align: right;"><b>2,180.00</b></p> Local Funds - Contracted Drug Screenings <p style="text-align: right;"><b>3,000.00</b></p>	Informal Assessment :Other-12/09: Counselor's & Principals' Summary Reports will indicate that 80% of the West Sabine High School students have a heightened awareness of the dangers of substance use & abuse. Substance use incidents declining.	A student body that does not suffer from substance use & abuse issues.	Informal Assessment :Other-05/10: Counselor's & Principals' Summary Reports will indicate that 95% of the West Sabine High School 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.

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<p>Strategy: Safe Schools --In an effort to promote "Safe Schools", West Sabine High School will promote special initiatives &amp; activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> <li>* National Red Ribbon Week,</li> <li>* Regularly scheduled fire drills,</li> <li>* Professional Development for Staff -- Crisis Prevention/Intervention, which provides training on how to safely manage disruptive &amp; assaultive behavior,</li> <li>* Fire Prevention Week,</li> <li>* Monthly Safe &amp; Drug-Free Theme with Classroom Presentations &amp; Curriculum, and</li> <li>* Board Policy on Dating Violence.</li> </ul>	8/2009 - 5/2010	Principal - Mike Ogden	Coordinated Funds - Local, State & Federal - Time Contributions of Staff & Faculty	Informal Assessment :Other-12/09: Implementation records will indicate positive feedback from presenters & students regarding the effectiveness of the initiative.	Community & parental commitment to a "Safe School" environment promoting student learning & the positive development of our students into responsible & concerned citizens.	Informal Assessment :Other-05/10: A 25% decrease in incidents of school violence using the Principals' 2008 - 2009 reports as baseline data.

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

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

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<p>Strategy:</p> <p>Nutrition Program --West Sabine High School 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"> <li>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.</li> <li>2. Age-appropriate guidelines for food and beverages at classroom parties or school celebrations will be established.</li> <li>3. Teachers will be provided with education and guidelines regarding the use of food as a reward in the classroom.</li> <li>4. Students will receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors.</li> <li>5. Nutrition education will be a Districtwide priority and will be integrated into other areas of the curriculum, as appropriate.</li> <li>6. Staff responsible for nutrition education will be adequately prepared and will participate in professional development activities</li> </ol>	8/2009 - 5/2010	Food Service Director - Becky Ellison	Local Funds - Time Contributions of Food Services Staff	<p>Informal Assessment :Other- -12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other- -5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 7-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>

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to effectively deliver the program as 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 High School 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 - Myrtie Ford	Federal - Title XIV SFSF - Time Contributions of Nurse FTE: 1.00  <b>25,149.25</b>	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 7-11 will pass appropriate TAKS assessments.  10% decrease in discipline referrals in comparison to 5/09.  Decrease in health-related risk behaviors.

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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 - Myrtie Ford	Federal - Title XIV SFSF - Time Contributions of Nurse FTE: 1.00  <b>25,149.25</b>	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 7-11 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 High School 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 - Myrtie Ford	Federal - Title XIV SFSF - Time Contributions of Nurse FTE: 1.00  <b>25,149.25</b>	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 7-11 will pass appropriate TAKS assessments.  10% decrease in discipline referrals in comparison to 5/09.  Decrease in health-related risk behaviors.



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<p>Strategy:</p> <p>Healthy Environment --Physical and psychological surroundings often impact students' health, behavior and achievement. School climate and culture can influence how students feel about themselves, their peers and their capacity to achieve. West Sabine High School 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"> <li>1. Sufficient time will be allowed for students to eat meals in lunchroom facilities that are clean, safe and comfortable.</li> <li>2. Wellness for students and their families will be promoted at suitable school activities. (Local Policy FFA)</li> </ol>	8/2009 - 5/2010	Principal - Mike Ogden	Local Funds - Time Contributions of Faculty & Staff	<p>Informal Assessment :Other-12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other-5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 7-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>

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<p>Activity: 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 High School 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 - Mike Ogden	Local Funds - Time Contributions of Faculty & Staff	<p>Informal Assessment :Other --12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other --5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 7-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>
<p>Activity: Safety and Injury Prevention --The health and safety of West Sabine High School students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus, including professional development, drug and violence prevention, child abuse prevention, and the student code of conduct.</p>	8/2009 - 5/2010	Principal - Mike Ogden	Local Funds - Time Contributions of Faculty & Staff	<p>Informal Assessment :Other --12/09: 80% of students passing all benchmark and health-related assessments.</p> <p>10% decrease in discipline referrals in comparison to 12/08.</p> <p>Decrease in health-related risk behaviors.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Other --5/10: 90% of students passing all health-related end of year assessments.</p> <p>90% of students in grades 7-11 will pass appropriate TAKS assessments.</p> <p>10% decrease in discipline referrals in comparison to 5/09.</p> <p>Decrease in health-related risk behaviors.</p>

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Strategy: Counseling and Mental Health Services --Healthy living includes more than proper nutrition and physical strength and endurance. Mental, social and emotional well-being are equally important elements in childhood, adolescent and adult health. Overall fitness requires that each aspect of healthful living be addressed and cultivated. As a component of the CSHP, West Sabine High School provides a School Guidance and Counseling Program to ensure that students receive comprehensive health care services.	8/2009 - 5/2010	Counseling Intern - Samantha Burrow Counselor - Janet Ashmore	Federal - Title XIV SFSF - Time Contributions of Counselor FTE: 0.57  <b>32,160.95</b>	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 7-11 will pass appropriate TAKS assessments.  10% decrease in discipline referrals in comparison to 5/09.  Decrease in health-related risk behaviors.
Activity: School Guidance and Counseling --West Sabine High School 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.	8/2009 - 5/2010	Counseling Intern - Samantha Burrow Counselor - Janet Ashmore	Federal - Title XIV SFSF - Time Contributions of Counselor FTE: 0.57  <b>32,160.95</b>	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 7-11 will pass appropriate TAKS assessments.  10% decrease in discipline referrals in comparison to 5/09.  Decrease in health-related risk behaviors.

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Strategy: Staff Wellness --West Sabine High School encourages faculty and staff to lead by example and improve their personal health status through health assessments, health education and fitness activities.	8/2009 - 5/2010	Principal - Mike Ogden	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 7-11 will pass appropriate TAKS assessments.  10% decrease in discipline referrals in comparison to 5/09.  Decrease in health-related risk behaviors.
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 High School. 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 - Mike Ogden	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 7-11 will pass appropriate TAKS assessments.  10% decrease in discipline referrals in comparison to 5/09.  Decrease in health-related risk behaviors.

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<p>Activity:            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 High School. The SHAC is responsible for recommending the number of hours of instruction to be provided in health education; the appropriate grade-level health and physical education curriculum; the appropriate grade levels and methods of instruction for human sexuality instruction and substance use prevention; and coordinating the school health program by integrating health and physical education curriculum with school health services, counseling and guidance services, safe and healthy environment activities, and school employee wellness (TEC §28.004).</p>	<p>8/2009 - 5/2010</p>	<p>Principal - Mike Ogden</p>		<p>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.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment :Other --5/10: 90% of students passing all health-related end of year assessments.             90% of students in grades 7-11 will pass appropriate TAKS assessments.             10% decrease in discipline referrals in comparison to 5/09.             Decrease in health-related risk behaviors.</p>

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<p>Strategy:</p> <p>Physical Education --West Sabine High School provides a physical education curriculum for students in grades 7-12 that is sequential, developmentally appropriate, and addresses the Texas Essential Knowledge and Skills for Physical Education through various fitness areas. The curriculum is designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.</p> <p>In compliance with state time mandates, students in grades 6-8 will participate in at least 30 minutes per day of physical activity for at least four semesters and students in grades 9-12 must earn one credit in physical education in order to graduate.</p> <p>The District has established the following goals for physical education and activity:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Physical education class will regularly emphasize moderate to vigorous activity.</li> <li>3. The District will encourage teachers to integrate physical activity into the academic curriculum where appropriate. (Local Policy FFA)</li> </ol>	8/2009 - 5/2010	Coach - Brent Edwards Coach - Jeffery Headrick Coach - John Parrish Coach - Tim Stanley Coach - Mary Stark Coach - Dominique Weatherspoon Coach - Natalie Whitton	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 7-11 will pass appropriate TAKS assessments.  10% decrease in discipline referrals in comparison to 5/09.  Decrease in health-related risk behaviors.

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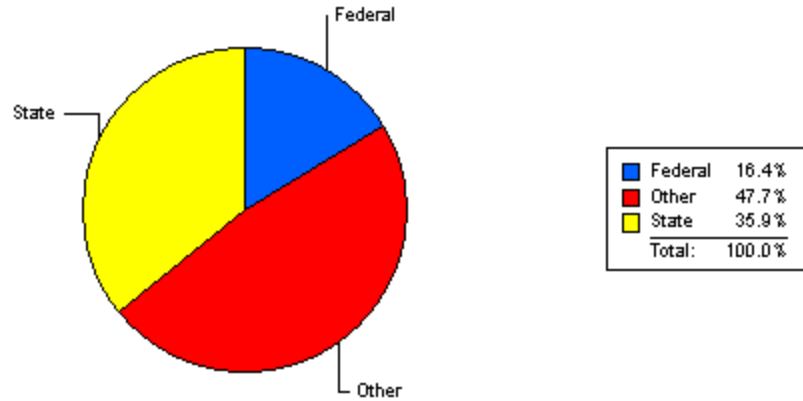
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Objective(s): 7 - 12 Reduce the number of discipline referrals in 2010. 7 - 12 Reduce the number of offenses due to tobacco, alcohol, & drugs in 2010.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Fitnessgram Assessment --As mandated by the Physical Fitness Assessment Initiative (PFAI), students' levels of physical fitness are annually assessed to determine if any correlation exists between academic achievement, attendance, obesity, disciplinary problems and school meal programs. The Fitnessgram assessment includes various measures of aerobic capacity, muscular strength, muscular endurance, flexibility and body composition. Scores are compared to criterion-referenced Healthy Fitness Zone standards, which are based on the level of fitness needed to maintain or acquire good health. Instructional modifications can be made to accommodate Special Population students or address areas of weakness as necessary based on the results.</p>	8/2009 - 5/2010	Coach - Brent Edwards Coach - Jeffery Headrick Coach - John Parrish Coach - Tim Stanley Coach - Mary Stark	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 9-11 will pass appropriate TAKS assessments.  10% decrease in discipline referrals in comparison to 5/09.  Decrease in health-related risk behaviors.
<p>Strategy:</p> <p>Health Education --As a component of the CSHP, Health Education is provided to all students. Courses are designed to provide a sequential, increasingly complex system of health-related instruction that will allow students to demonstrate an urbane understanding of personal, environmental and consumer health as well as safety, prevention, nutrition, disease control and substance abuse. The curriculum is entirely related to health education with its own goals, philosophies and TEKS.</p>	8/2009 - 5/2010	Principal - Mike Ogden	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 7-11 will pass appropriate TAKS assessments.  10% decrease in discipline referrals in comparison to 5/09.  Decrease in health-related risk behaviors.

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<b>Goal:10      Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention &amp;/or discipline management, dropout prevention &amp;/or pregnancy related services.</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Crisis Management Plan (CMP) --A Crisis Management Plan (CMP) is in place on the West Sabine High School campus and is supported by the district's Student Code of Conduct, discipline management techniques & necessary safety equipment.	8/2009 - 5/2010	Principal - Mike Ogden	Coordinated Funds - Local, State & Federal - Time Contributions of Staff & Faculty	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.
Strategy: Guidance & Counseling Program --A comprehensive Guidance & Counseling program is implemented at West Sabine High School that promotes a safe & disciplined environment for all students, parents & faculty. These activities include:  1) Guidance curriculum focusing on responsible behavior;  2) Responsive services in prevention & intervention areas;  3) Individual Planning, including Adaptive & Adjustive Social Behavior; &  4) Coordinating program & staff support activities & services.	8/2009 - 5/2010	Counseling Intern - Samantha Burrow	Local Funds - Time Contributions of Counselor <b>11,359.00</b>	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



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<b>Federal</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Academics 2000</b>		
Signing Bonus 2009-2010	0.00	14,884.29
<b>State Bilingual Supplement Block Grant</b>		
	0.00	1,298.00
<b>Title 1 Part A ARRA</b>		
Extra Duty Pay Math Stipends	0.00	6,615.24
Extra Duty Pay Science Stipends	0.00	9,922.87
<b>Title I, Part A</b>		
After School Tutorials Extra Duty Pay	0.00	9,371.59
Supplemental Instructional Supplies and Materials w/Unit Cost<5,000	0.00	230.00
Travel Registration and Fees	0.00	5,000.00
Summer School Teacher Extra Duty Pay	1.00	2,000.00
Supplies & Materials	0.00	230.00

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<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title I, Part A</b>		
Study Island Software	0.00	4,509.00
Region VII ESC Contracted Services	0.00	7,301.09
Professional & Contracted Resources (SECCA, Inc)	0.00	1,870.00
Extra Duty Pay for After School Tutorials	0.00	9,371.59
Supplies & Materials	0.00	230.00
Extra Duty pay for Summer School Teachers	1.00	2,000.00
Extra Duty Pay for TAKS Tutorials	0.00	9,102.50
Time Contributios of TAKS Math & Science Teachers	0.29	15,940.57
Set-Aside for Homeless Population	0.00	500.00
Region VII Professional Development Cooperative	0.00	2,288.09
Travel, Registration, & Fees	0.00	5,000.00
Region VII Professional Development Cooperative	0.00	2,288.09
Region VII Data Management Assessment Cooperative (DMAC)	0.00	5,013.00
Professional & Contracted Services for Grade Speed	0.00	1,200.00
Supplies & Materials for Study Island Software	0.00	4,509.00
Contracted Professional Development for C-Scope	0.00	3,000.00
Region VII Data Management Assessment Cooperative (DMAC)	0.00	5,013.00
Technology Resources	0.00	2,244.00
Contracted Professional Development	0.00	10,000.00
Region VII Professional Development Contracted Services	0.00	7,301.09
Travel, Registration & Fees	0.00	5,000.00
Region VII Personnel Services Cooperative	0.00	700.00
Contracted Professional Development	0.00	20,301.09
<b>Title I, Part A ARRA</b>		

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<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title I, Part A ARRA</b>		
Signing Bonuses	0.00	14,851.35
Science & Math Stipends	0.00	16,501.51
Professional Contracted Services SECCA, Inc.	0.00	930.00
<b>Title II, Part A - TPTR</b>		
Contracted Services with Region VII for Instructional Technology	0.00	3,379.00
Region VII Contracted Services for Instructional Technology	0.00	3,379.00
Contracted Services with Region VII for Instructional Technology	0.00	3,379.00
Contracted Services with Region VII for Instructional Technology	0.00	3,379.00
<b>Title II, Part D - Technology</b>		
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
Region VII Contracted Services for Instructional Technology	0.00	1,468.00
Contracted Services with Region VII for Instructional Technology	0.00	1,468.00
<b>Title II, Part D ARRA</b>		
District Technology Resources	0.00	2,805.00
District Technology Resources	0.00	2,805.00
<b>Title IV-Safe &amp; Drug-Free Schools and Communities</b>		
Contracted Services for Random Drug Screenings	0.00	2,180.00
Contracted Random Drug Screening for Students	0.00	2,180.00
Contracted Drug Screening	0.00	2,180.00
<b>Title XIV ARRA-SFSF</b>		
Nursing Services	1.00	25,149.25

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<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title XIV SFSF</b>		
Time Contributions of Library Aide	1.00	25,541.23
Time Contributions of Nurse's Aide	1.00	25,149.25
Professional Contracted Services SECCA Inc	0.00	1,584.50
Special Education COOP Fees	0.00	68,974.00
Time Contributions of Nurse	1.00	25,149.25
Time Contributions of Nurse	1.00	25,149.25
Time Contributions of Counselor	0.57	32,160.95
Time Contributions of Counselor	0.57	32,160.95
Library Services	1.00	25,541.23
Special Education COOP Fees	0.00	69,974.00
Special Education COOP Fees	0.00	68,974.00
Time Contributions of Nurse	1.00	25,149.25
		<b><u>688,712.07</u></b>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Funds -</b>		
<b>Local &amp; State</b>		
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
<b>Coordinated Funds -</b>		
<b>Local, State &amp; Federal</b>		
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00

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<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Funds -</b>		
<b>Local, State &amp; Federal</b>		
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Faculty	0.00	0.00
Time Contributions of Staff & Committee Members	0.00	0.00
See Individual Activities	0.00	0.00
See Individual Activities	0.00	0.00
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Staff & Faculty	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 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
<b>Local Funds</b>		
Administrative Resources	0.00	4,500.00
Time Contributions of CTE Staff	0.00	182,223.00
Time Contributions of Physical Education Staff	0.00	0.00
Nursing Supplies	0.00	1,000.00
Professional & Contracted Services for Athena Software	0.00	500.00
Nurse Travel	0.00	100.00
Time Contributions of Faculty & Staff	0.00	0.00

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<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of Technology Staff	0.00	36,972.00
Technology Supplies	0.00	15,000.00
Acceptable Use Policy	0.00	0.00
Time Contributions of Counselor	0.00	11,359.00
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of GT Staff	0.00	6,458.00
GT Resources	0.00	1,600.00
Contracted Drug Screenings	0.00	3,000.00
Technology Supplies	0.00	15,000.00
Time Contributions of Faculty & Staff	0.00	0.00
Time Contributions of Food Services Staff	0.00	0.00
Yearbook Staff & Resources	0.00	4,530.00
FFA/FHA Sponsors	0.00	3,060.00
Time Contributions of Foundation Teachers & Aides	0.00	905,325.00
Textbooks & Supplies	0.00	12,500.00
Time Contributions of Committee Members	0.00	0.00
Testing Materials	0.00	2,600.00
Workshop Fees	0.00	1,000.00
Time Contributions of Committee Members	0.00	0.00
Athletics Staff & Resources	0.00	253,200.00
UIL Staff & Resources	0.00	21,700.00
Band Staff & Resources	0.00	40,200.00
UIL Awards & Travel Expenses	0.00	56,899.00
Time Contributions of Faculty & Staff	0.00	0.00

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<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Awards	0.00	1,500.00
Time Contributions of Counselor	0.00	11,359.00
Region VII Contracted Services	0.00	9,353.00
Workshop Fees	0.00	1,000.00
Time Contributions of Faculty & Staff	0.00	11,890.00
Contracted Professional Development	0.00	5,110.00
GEAR UP Supplies & Materials	0.00	5,000.00
Travel Expenses	0.00	13,000.00
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Dyslexia Teacher	0.00	0.00
Time Contribution of Counselor	0.00	11,359.00
Testing Materials	0.00	2,500.00
Region VII ESC Contracted Services	0.00	9,353.00
Time Contributions of Committee Members	0.00	0.00
Testing Materials	0.00	2,000.00
Time Contributions of Counselor	0.00	11,359.00
Testing Materials	0.00	2,000.00
Testing Materials	0.00	2,000.00
Time Contributions of Counselor	0.00	11,359.00
Testing Materials	0.00	2,100.00
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 Counselor	0.00	11,359.00

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<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Testing Materials	0.00	2,000.00
Time Contributions of Counselor	0.00	11,359.00
Testing Materials	0.00	2,000.00
Time Contributions of Committee Members	0.00	0.00
Time Contributions of Administration	0.00	139,832.00
Time Contributions of Counselor	0.00	11,359.00
Counselor Travel	0.00	500.00
Supplies & Materials Resources	0.00	1,500.00
Travel Expenses	0.00	500.00
Time Contributions of Nurse's Aide	0.00	24,278.00
Medical Supplies	0.00	1,000.00
Travel Expenses	0.00	100.00
Time Contributions of Library Staff	0.00	26,619.00
Library Periodicals, Books & Supplies	0.00	3,000.00
Supplies & Materials Resources	0.00	4,500.00
Child Find Resources	0.00	0.00
Workshop Fees	0.00	1,000.00
Time Contribution of Counselor	0.00	11,359.00
Time Contributions of Counselor	0.00	11,359.00
Time Contributions of Counselor	0.00	11,359.00
Time Contributions of Counselor	0.00	11,359.00
Time Contributions of Counselor	0.00	11,359.00
Time Contributions of Counselor	0.00	11,359.00
Time Contributions of Counselor	0.00	11,359.00
		<b><u>2,000,028.00</u></b>



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<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>ARI/AMI</b>		
Extra Duty Pay for Tutorials	0.00	5,999.84
Supplemental Supplies & Materials	0.00	21,761.00
Professional Development Travel and Registration	0.00	10,500.00
<b>State Career and Technology Education Block Grant</b>		
Time Contributions of CTE Staff	0.00	182,223.00
Supplies & Materials Resources	0.00	10,000.00
Travel Expenses	0.00	9,000.00
CTE Resources	0.00	19,000.00
<b>State Compensatory Education (SCE)</b>		
Scientifically Validated Supplies and Materials	0.00	18,442.00
Contracted Services with Region VII for Bundles Services	0.00	25,000.00
Time Contributions of Library Aides	1.40	34,207.68
Time Contribution of Summer School Teacher	0.00	17,696.00
Scientifically Validated Supplies and Materials	0.00	18,442.00
Time Contributions of Supplemental Reading Teachers	0.57	26,473.55
Time Contributions of TAKS Enrichment Teachers	1.43	58,295.65
<b>State Gifted &amp; Talented Block Grant</b>		
	0.00	20,017.00
GT Supplies & Materials	0.00	500.00
<b>State Special Education Block Grant</b>		
	0.00	455,894.00
Special Education Supplies & Materials	0.00	1,000.00

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**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State Special Education Block Grant</b>	0.00	455,894.00
Supplies & Materials Resources	0.00	1,000.00
Travel Expenses	0.00	500.00
Time Contributions of SPED Staff	0.00	109,251.00
SPED Resources	0.00	1,500.00
		<b><u>1,502,596.72</u></b>
<b>Grand Total:</b>		<b>4,191,336.79</b>