

# **Sabine Pass ISD 2014-2015**

*District Improvement Plan*

**2014-2015 School Year**

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Heid, Kristi	Superintendent	Sabine Pass ISD
Heid, Patricia	Principal	Sabine Pass ISD
Seymour, Lorrie	Assistant Principal	Sabine Pass ISD
Bates, Andy	Assistant Principal	Sabine Pass ISD
Berg, Scottie	Administrative Assistant	Sabine Pass ISD
Peltier, Belinda	Administrative Assistant	Sabine Pass ISD
Heid, Kristi	504 Coordinator	Sabine Pass ISD
Heid, Patricia	Dyslexia Coordinator	Sabine Pass ISD
Heid, Patricia	Special Education Coordinator	Sabine Pass ISD
Blanton, Duyen	Business Manager	Sabine Pass ISD
Almond, Jessica	Librarian	Sabine Pass ISD
Bates, Andy	UIL Coordinator	Sabine Pass ISD
Lindsey, Amy	Dual Credit Facilitator	Sabine Pass ISD
Peltier, Kay	Business Manager	Sabine Pass ISD
Peltier, Kay	Homeless Liaison	Sabine Pass ISD
Harvey, Isabel	Counselor	Sabine Pass ISD
Fairchild, Paula	School Nurse	Sabine Pass ISD
Henry, Jennifer	2nd Grade Teacher	Sabine Pass ISD
Rodriguez, Andrea	Kindergarten Teacher	Sabine Pass ISD
Rodgers, Jennifer	PK Teacher	Sabine Pass ISD
Erickson, Victoria	1st Grade Teacher	Sabine Pass ISD
Singleton, Anne	3rd - 5th Grade Teacher	Sabine Pass ISD
Picou, Christel	3rd - 5th Grade Teacher	Sabine Pass ISD
Gonzales, Toni	3rd - 5th Grade Teacher	Sabine Pass ISD

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Lindsey, Amy	Reading Teacher	Sabine Pass ISD
Carter, Kathleen	ELA Teacher	Sabine Pass ISD
Henderson, Hope	Science Teacher	Sabine Pass ISD
Dusang, Sultana	ELA Teacher	Sabine Pass ISD
Mazzola, Emily	Math Teacher	Sabine Pass ISD
Deslatte, Ashleigh	Math/Science Teacher	Sabine Pass ISD
Bates, Kelsey	Social Studies Teacher	Sabine Pass ISD
Guidry, Julie	Social Studies Teacher	Sabine Pass ISD
Pace, Matthew	Social Studies Teacher	Sabine Pass ISD
Harvey, Trey	Math Teacher	Sabine Pass ISD
Gregory, Larry	Math/Science Teacher	Sabine Pass ISD
Longron, Lyndsey	Spanish Teacher	Sabine Pass ISD
Thompson, Terri	Fine Arts Teacher	Sabine Pass ISD
Conrad, Adam	Theatre/Journalism Teacher	Sabine Pass ISD
Conrad, Adam	Yearbook Sponsor	Sabine Pass ISD
Harvey, Trey	Athletic Director	Sabine Pass ISD
Carter, Kathleen	Choir Teacher	Sabine Pass ISD
Marshall, Tia	Computer Lab Teacher	Sabine Pass ISD
Chesson, Janice	Career & Technology Teacher	Sabine Pass ISD
Guidry, Cole	Career & Technology Teacher	Sabine Pass ISD
Daniels, Julie	Career & Technology Teacher	Sabine Pass ISD
Thibodeaux, Jason	Career & Technology Teacher	Sabine Pass ISD

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**100% HQ Teachers**

**Highly Qualified Teachers**

Goal:

	2009	2010	2011	2012	2013	2014
Sabine Pass ISD	100.00	100.00	100.00	100.00	100.00	100.00

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**Attendance**

**Attendance**

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	97.10	96.20	96.40	97.00	96.50	96.70	97.00	100.00
African American	98.00	96.00	96.90	97.50	97.10	97.30	97.30	100.00
Asian	0.00	0.00	0.00	98.10	98.10	95.80	98.10	100.00
Economically Disadvantaged	96.40	96.70	96.70	96.90	96.70	96.80	97.00	100.00
Hispanic	97.60	97.90	97.90	97.60	97.40	97.40	97.40	100.00
Special Education	96.10	95.10	93.70	93.60	95.00	95.40	96.20	100.00
Two or More Races	0.00	0.00	0.00	0.00	0.00	96.80	96.80	100.00
White	96.60	95.80	95.80	96.50	95.70	96.40	96.90	100.00

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**Dropouts**

**Dropouts**

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	0.00	0.00	0.00	0.00	0.00	1.70	0.00	0.00
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	0.00	0.00	0.00	0.00	0.00	3.20	0.00	0.00
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
White	0.00	0.00	0.00	0.00	0.00	3.60	0.00	0.00

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**Retention**

**Retention**

Goal:

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Eighth Grade	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fifth Grade	15.80	0.00	0.00	0.00	3.80	0.00	0.00	0.00	0.00
First Grade	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fourth Grade	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Kindergarten	0.00	0.00	0.00	9.10	0.00	0.00	0.00	0.00	0.00
Second Grade	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Seventh Grade	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Sixth Grade	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Third Grade	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

**STAAR**

Grade: **5th, 8th-12th**

**STAAR Science**

100%

	2013	2014	2015
*All Students*	92.00	90.00	100.00
African American	88.00	81.00	100.00
Economically Disadvantaged	89.00	92.00	100.00
Hispanic	95.00	95.00	100.00
Two or More Races	100.00	100.00	100.00
White	90.00	97.00	100.00

Grade: **4th, 7th-9th-12th**

**STAAR Writing**

100%

	2013	2014	2015
*All Students*	79.00	84.00	100.00
African American	81.00	88.00	100.00
Economically Disadvantaged	79.00	88.00	100.00
Hispanic	85.00	100.00	100.00
White	71.00	70.00	100.00

Grade: **3rd-12th**

**All Subjects**

100%



**STAAR**

	2013	2014	2015
*All Students*	89.00	90.00	100.00
African American	86.00	85.00	100.00
American Indian	73.00	56.00	100.00
Asian	86.00	80.00	100.00
Economically Disadvantaged	88.00	92.00	100.00
English Language Learners	0.00	77.00	100.00
Hispanic	93.00	96.00	100.00
Special Education	79.00	87.00	100.00
Two or More Races	97.00	83.00	100.00
White	86.00	89.00	100.00

Grade: **3rd-12th**

**STAAR Mathematics**

100%

	2013	2014	2015
*All Students*	89.00	89.00	100.00
African American	81.00	83.00	100.00
Economically Disadvantaged	91.00	92.00	100.00
English Language Learners	0.00	100.00	100.00
Hispanic	97.00	97.00	100.00
Special Education	88.00	88.00	100.00
Two or More Races	100.00	100.00	100.00
White	86.00	84.00	100.00

**STAAR**

Grade:**3rd-12th**

**STAAR Reading**

100%

	2013	2014	2015
*All Students*	90.00	91.00	100.00
African American	92.00	88.00	100.00
Economically Disadvantaged	90.00	91.00	100.00
Hispanic	92.00	95.00	100.00
Special Education	75.00	100.00	100.00
Two or More Races	100.00	100.00	100.00
White	89.00	92.00	100.00

Grade:**8th-12th**

**STAAR Social Studies**

100%

	2013	2014	2015
*All Students*	90.00	95.00	100.00
African American	83.00	88.00	100.00
Economically Disadvantaged	90.00	98.00	100.00
Hispanic	95.00	97.00	100.00
Special Education	83.00	83.00	100.00
White	91.00	97.00	100.00

## About Sabine Pass ISD

### Mission Statement:

The mission of Sabine Pass School is to guarantee our students are empowered with the skills necessary to make transitions from one grade level to the next and ultimately become productive members of society. This will be accomplished by providing our students with enthusiastic, supportive and competent facilitators teaching relevant and flexible curricula in a positive, technologically-advanced environment.

### Motto:

Students, Staff and Community..."Rising to the Challenge"

### Belief Statement:

- Every individual deserves to be treated with dignity and respect
- Every individual deserves to learn
- Every action has a consequence
- Learning is a lifetime experience

### Grade Span:

PK - 12

### Enrollment:

382

### Highly Qualified Status:

100% HQ Teachers

### Accountability Ratings:

- 1) State Accountability Standard:  
Met Standard

## Demographics

### 2012 - 2013 Enrollment:

3 – Early Childhood (4 years old)  
15 – Prekindergarten  
17 – Kindergarten  
16 – First Grade  
19 – Second Grade  
19 – Third Grade  
18 – Fourth Grade  
20 – Fifth Grade  
30 – Sixth Grade  
33 – Seventh Grade  
30 – Eighth Grade  
39 – Ninth Grade  
27 – Tenth Grade  
31 – Eleventh Grade  
27 – Twelfth Grade

### 2012 - 2013 Ethnic Distribution:

70 (20.3%) – African American  
97 (28.2%) – Hispanic  
154 (44.8%) – White  
4 (1.2%) – American Indian  
10 (2.9%) – Asian  
0 (0.0%) – Pacific Islander  
9 (2.6%) – Two or More Races

### 2012 - 2013 Student Groups:

210 (61.0%) – Economically Disadvantaged  
1 (0.3%) – English Language Learners  
0 (0.0%) – Students with Disciplinary Placements  
20 (5.8%) – Students Meeting "At-Risk" Criteria

### 2012 - 2013 Students per Teacher:

17.0 – Kindergarten

16.0 – Grade 1  
19.0 – Grade 2  
19.0 – Grade 3  
18.0 – Grade 4  
20.0 – Grade 5  
15.0 – Grade 6

11.3 – English/Language Arts  
12.8 – Foreign Language  
14.6 – Mathematics  
14.2 – Science  
10.7 – Social Studies

2012 - 2013 Student Enrollment by Program:

1 (0.3%) – Bilingual/ESL  
119 (34.6%) – Career and Technical Education  
18 (5.2%) – Gifted and Talented  
12 (3.5%) – Special Education

### Federal Requirements - Schoolwide Program

In accordance with the revised (10/12/09) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that—
  - (A) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
  - (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 an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
    - (3) include strategies for meeting the educational needs of historically underserved populations;
  - (C)(1) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
    - (a) counseling, pupil services, and mentoring services;
    - (b) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
    - (c) the integration of vocational and technical education programs; and
  - (2) address how the school will determine if such needs have been met; and
  - (D) are consistent with, and are designed to implement, the State and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(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 achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 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 the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

### Federal Requirements - Schoolwide Program Components

Sabine Pass ISD conducts a Title I Schoolwide Program on the campus. The Schoolwide Components are addressed in the District Improvement Plan under the following goals.

1. A comprehensive needs assessment of the entire school.
  - Goal #2: Evaluation of Foundation Program Strategy
  - Goal #2: District/Campus Performance Objectives Strategy
  - Goal #6: Technology Needs Assessment Strategy
2. Schoolwide reform strategies.
  - Goal #2: Accelerated Instruction Strategy
  - Goal #2: Counseling Services Activity
3. Instruction by highly qualified teachers.
  - Goal #5: Recruitment and Retention Initiatives Strategy
  - Goal #5: Professional Development Program Strategy
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals.
  - Goal #5: Professional Development Program Strategy
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - Goal #5: Recruitment and Retention Initiatives Strategy
6. Strategies to increase parental involvement.
  - Goal #1: Parent and Community Involvement Strategy
  - Goal #1: Evaluation of the Parent Involvement Program Strategy
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
  - Goal #2: Early Intervention Program Strategy
8. Measures to include teachers in the decisions regarding the use of academic assessments.
  - Goal #2: Foundation Program Strategy
9. Activities to ensure that students shall be provided with effective, timely additional assistance.
  - Goal #2: Accelerated Instruction Strategy
  - Goal #2: Student Intervention Team (S.I.T.) Strategy
  - Goal #3: Dropout Prevention Program Strategy
10. Coordination and integration of Federal, State and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
  - Goal #4: Career Guidance and Counseling Strategy
  - Goal #7: Counseling Responsive Services Strategy
  - Goal #7: Safe Schools Initiatives Strategy



## Needs Assessment Summary

Sabine Pass ISD received a State Accountability Rating of Met Standard from TEA in 2014. The Met Standard Rating requires that the campus met or exceeded the target score on Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness

Distinctions were earned in the following areas:

- \* Academic Achievement in Reading/ELA
- \* Academic Achievement in Mathematics
- \* Academic Achievement in Science
- \* Academic Achievement in Social Studies
- \* Top 25 Percent Closing Performance Gaps
- \* Postsecondary Readiness

Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2014 were at Phase-in 1 Level II.

Reading: 91% of All students met the standard in Reading. Passing rates for other groups ranged from 100% for Special Education students to 88% for African American students.

Math: 89% of All Students met the passing standard in Math. Passing rates for other groups ranged from 100% for English Language Learners to 83% for African American students.

Writing: 84% of All Students met the passing standard in Writing. Passing rates for other groups ranged from 100% for Hispanic students to 70% for White students.

Science: 90% of All Students met the passing standard in Science. Passing rates for other groups ranged from 97% for White students to 81% for African American students.

Social Studies: 95% of All Students met the passing standard in Social Studies. Passing rates for other groups ranged from 98% for Economically Disadvantaged students to 88% for African American students.

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

- A Pre-Kindergarten Program is in place for students meeting the State-adopted At-Risk criteria.
- Tutorials for core subjects are available to all grades Pre Kindergarten through twelve who are identified as being at-risk of dropping out of school.
- STAAR Math program provided for students in grade eight who have failed a past administration of the STAAR test, or are at risk of failing a subsequent administration.
- Accelerated instruction is provided during the summer in Math and Science.
- \* Study Skills program for high school students.

Faculty and Staff: 100% of the staff in Sabine Pass ISD is highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours.

Attendance: Attendance rates increased slightly from 96.5% in 10-11 to 96.7% in 11-12. The District has several activities and incentives in place that are designed to increase student attendance.

Dropout Rate: The 11-12 dropout rates for ninth through twelfth grade students was at 1.7%. Several programs, including parental involvement activities and counseling programs are in place to ensure the campus maintains the 0% dropout rate.

### Summary of SCE Program Effectiveness

The following supplemental programs were provided to students in Sabine Pass ISD during the 2013-2014 school year:

- 1) A Prekindergarten Program was provided for qualified students.
- 2) A STAAR Preparation Program was provided for students in sixth grade.
- 3) A STAAR Math preparation program was provided for students in through ninth through eleventh grade.
- 4) A STAAR Science preparation program was provided for students in ninth through eleventh grade.
- 5) A Tutorial Program was provided for students in through Prekindergarten through twelfth grade.
- 6) A Shark Camp Program was provided for students in Prekindergarten through twelfth grade.

#### Evaluation:

The majority of the above programs proved to be successful in meeting the needs of students in the Sabine Pass ISD. Those that were not will be modified in the 2014-2015 school year. If modifications do not improve a program's success rate, it will be discontinued.

1) STAAR Tests: STAAR tests at Sabine Pass School in some grades were taken by fewer than five At Risk students. Due to student confidentiality protections, test scores for At Risk students are not available. In other grades and subjects, no At Risk students were identified.

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Reading tests:

- 80% for Non At Risk third grade students; there were no At Risk students
- 95% for Non At Risk fourth grade students; test scores are not available for At Risk students
- 92% for Non At Risk fifth grade students; there were no At Risk students
- 96% for Non At Risk sixth grade students; test scores are not available for At Risk students
- 84% for Non At Risk seventh grade students; test scores are not available for At Risk students
- 100% for Non At Risk eighth grade students; there were no At Risk students

Reading: Passing rates for third grade students on the STAAR Reading test increased from 79% in 2013 to 80% in 2014.

Passing rates for fourth grade students on the STAAR Reading test increased from 2013 to 2014 by 19%. 76% of students met the passing standard in 2013, as compared to 95% in 2014.

Students who were not successful on the first administration of the fifth grade STAAR Reading test in 2014 had two opportunities to retake the test. Passing rates declined from 100% in 2013 to 92% in 2014.

Success rates for the sixth grade students on the STAAR Reading test increased from 86% in 2013 to 96% in 2014.

Success rates for seventh grade students on the STAAR Reading test declined from 88% in 2013 to 84% in 2014.

Students who were not successful on the first administration of the eighth grade STAAR Reading test in 2014 had two opportunities to retake the test. Passing rates increased from 96% in 2013 to 100% in 2014.

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Math tests:

- 70% for Non At Risk third grade students; there were no At Risk students
- 100% for Non At Risk fourth grade students; test scores are not available for At Risk students
- 96% for Non At Risk fifth grade students; there were no At Risk students
- 80% for Non At Risk sixth grade students; test scores are not available for At Risk students
- 81% for Non At Risk seventh grade students; test scores are not available for At Risk students
- 100% for Non At Risk eighth grade students; there were no At Risk students

Math: Success rates on the STAAR Math test for third grade students declined from 84% in 2013 to 70% in 2014.

Passing rates on the STAAR Math test for fourth grade students increased from 88% in 2013 to 100% in 2014.

Students who were not successful on the first administration of the fifth grade STAAR Math test in 2014 had two opportunities to retake the test. Passing rates declined from 100% in 2013 to 96% in 2014.

Success rates for sixth grade students on the STAAR Math test increased from 75% in 2013 to 80% in 2014.

Success rates for seventh grade students on the STAAR Math test declined slightly from 82% in 2013 to 81% in 2014.

Students who were not successful on the first administration of the eighth grade STAAR Math test in 2014 had two opportunities to retake the test. Success rates increased from 96% in 2013 to 100% in 2014.

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Writing tests:

- 75% for Non At Risk fourth grade students; test scores are not available for At Risk students
- 91% for Non At Risk seventh grade students; test scores are not available for At Risk students

Writing: Success rates for fourth grade students on the STAAR Writing test increased from 53% in 2013 to 75% in 2014.

Success rates for students on the seventh grade STAAR Writing test increased from 85% in 2013 to 91% in 2014.

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate grade-level STAAR Science tests:

- 72% for Non At Risk fifth grade students; there were no At Risk students
- 94% for Non At Risk eighth grade students; there were no At Risk students

Science: Success rates for fifth grade students on the STAAR Science test declined from 94% in 2013 to 72% in 2014.

Success rates for eighth graders who met the standard on the STAAR Science test increased from 79% in 2013 to 94% in 2014.

- A success rate of 84% for Non At Risk eighth grade students on the STAAR Social Studies test

Social Studies: Success rates on the STAAR Social Studies test for eighth grade students increased from 82% in 2013 to 84% in 2014.

2) STAAR End of Course exams

- the following success rates, as measured by the number of students who achieved passing scores on the appropriate STAAR EOC Exams:

- 91% of Non At Risk students passed English I; test scores are not available for At Risk students
- 91% of Non At Risk students passed English II; test scores are not available for At Risk students
- 97% of Non At Risk students passed Algebra I; test scores are not available for At Risk students
- 100% of At Risk and Non At Risk students passed Biology
- 100% for At Risk and Non At Risk students passed US History

English: In 2014, the STAAR English EOC exams combined the separate English I and II Reading and Writing exams into English I and English II. 91% of students passed both the English I and English II EOC exams in 2014.

Math: Students saw an increase in passing rates on the STAAR Algebra I EOC exam from 94% in 2013 to 97% in 2014.

Science: 100% of both At Risk and Non AT Risk students passed the STAAR Biology EOC exam from in 2013 and 2014.

Social Studies: 100% of both At Risk and Non At Risk students were successful on the STAAR US History EOC exam in 2014. No students participated in the US History exam in 2013.

Sabine Pass ISD is pleased with the overall success rate of the supplemental programs it offers. Due to the small number of student test scores, some of these results are statistically unsound; but they do provide a general baseline measurement to gauge success. Areas of improvement include increased passing rates on the fourth, fifth and eighth grade STAAR Reading test; increased passing rates on the fourth, sixth and eighth grade STAAR Math test; increased passing rates on the fourth and seventh grade STAAR Writing test; increased passing rates on the eighth grade STAAR Science test; as well as increased passing rates on the STAAR Algebra I EOC exam. Areas of concern include declines from 2013 to 2014 in passing rates for third grade students on the STAAR Math test and fifth grade students on the STAAR Science test. Sabine Pass ISD will continue to offer supplemental programs next year because the district believes strategies such as early intervention, one-on-one tutoring, STAAR test preparation and Shark Camp help increase academic achievement. Sabine Pass ISD will monitor and modify supplemental instructional programs as needed to ensure higher success rates in the 2014-2015 school year.

District Improvement Plan  
Sabine Pass ISD 2014-2015

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Sabine Pass ISD students.[TI, A SW #6] [TEC §4.001 (b)(1)]</b>						
Objective(s): EE - 12th There will be a year-long 80% participation in the Educational System of Sabine Pass ISD by its parents and community stakeholders.						
<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>Parent and Community Involvement (TI, A SW #6) - The Sabine Pass ISD Superintendent along with the District Planning/Site-Based and Decision Making Committee (DPDMC/SBDMC) will meet periodically to discuss parental involvement issues, programs, strategies and activities.</p> <p>Sabine Pass ISD stakeholders (staff, students, parents, community members and business representatives) will be notified of reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the Sabine Pass ISD website, District Calendar, newspapers, local radio, television, monthly newsletter, PTO meetings, conferences, seminars, school visits and letters sent home in English and Spanish.</p> <p>With parental input, a Parental Involvement Calendar will be developed by the district.</p>	7/2014 - 6/2015	Principal - Patricia Heid Superintendent - Kristi Heid	Local Funds - Communication Vehicles	Document :School Records - 08/14: An approved District/Campus Parental and Community Involvement Calendar will have been distributed to the DPDMC/SBDMC for scheduling of timely announcements to parents and community members.	Improved communication between school staff, students, parents and community.  Increased number of Stakeholders participating in Sabine Pass ISD events.	Document :Parent Involvement Records - 06/15: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.  Informal Assessment :Anecdotal Reports and Surveys - 06/15: All stakeholder groups report precise, timely and meaningful communication from the district.

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Sabine Pass ISD 2014-2015

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Sabine Pass ISD students.[TI, A SW #6] [TEC §4.001 (b)(1)]</b>						
Objective(s): EE - 12th There will be a year-long 80% participation in the Educational System of Sabine Pass ISD by its parents and community stakeholders.						
<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, Student, Teacher Compact - The school and parent representatives will re-adopt or modify the Sabine Pass ISD Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. All compacts will be reviewed and signed.</p> <p>Copies of the compact will be distributed through the Student Handbook.</p>	5/2014 - 10/2014	Principal - Patricia Heid	Local Funds - Time Contributions of Parents, Staff and Faculty		A Parent, Student, Teacher Compact that provides guidance for parents in becoming equal partners in their students' education.	Document :Agendas, Minutes, Sign-In Sheets - - 10/14: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher Compact.
<p>Activity:</p> <p>District Planning/Site-Based and Decision-Making Committee (DPDMC/SBDMC) - The DPDMC/SBDMC is made up of the Sabine Pass ISD staff, parent representatives, business representatives and community members. Parents are selected to be members by district administrators for two year terms. The committee meets regularly to discuss plans, progress and ideas for improving the education and environment at Sabine Pass ISD. [TEC 11.251 (b)]</p> <p>The DPDMC/SBDMC will review the District Improvement Plan (DIP) several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the DIP as needed and recommended by the committee. The DIP and Campus Improvement Plan (CIP) are one and the same due to Sabine Pass ISD having only one campus.</p>	8/2014 - 5/2015	Superintendent - Kristi Heid Principal - Patricia Heid	Local Funds - Time Contributions of Committee Members	Document :Agendas, Minutes, Sign-In Sheets - - 08/14, 01/15: DPDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed.	A DIP that is a living document that provides guidance to the implementation of the educational system and support components of Sabine Pass ISD.	Document :Agendas, Minutes, Sign-In Sheets - - 05/15: A current DIP approved by the Sabine Pass ISD Board of Trustees.

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Strategy: Events and Programs - Sabine Pass ISD encourages parents and community members to become actively engaged in the education of their children. Activities are planned to encourage parental and community participation.  These include: * Meet the Teacher Night * Fall Open House * Volunteer Program  Activity: 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 to attend summer school or is to be assigned to the DAEP, the teacher will schedule a conference to discuss the issue or placement decision.  Parents attend scheduled conferences to discuss student progress and report cards and may request additional conferences as needed.	8/2014 - 5/2015	Principal - Patricia Heid	Coordinated Funds - Time Contributions of Parents, Community Members and Staff	Document :Parent Involvement Records - 12/14: 10% increase in participation by stakeholders of Sabine Pass ISD and continued positive feedback.	Increased number of parents and community members participating in events.	Document :Parent Involvement Records - 05/15: 10% increase in participation by stakeholders of Sabine Pass ISD and continued positive feedback.
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 to attend summer school or is to be assigned to the DAEP, the teacher will schedule a conference to discuss the issue or placement decision.  Parents attend scheduled conferences to discuss student progress and report cards and may request additional conferences as needed.	8/2014 - 5/2015	Principal - Patricia Heid	Coordinated Funds - Time Contributions of Staff and Faculty	Document :Parent Contact Log - - 12/14: Teacher contact log will show at least 50% of students' parents have been contacted.	Increased student performance and attendance as a result of increased parent participation.	Document :Parent Involvement Records - - 05/15: Parent Involvement Records will reflect an increase in participation as compared to the previous year.

District Improvement Plan  
Sabine Pass ISD 2014-2015

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Sabine Pass ISD students.[TI, A SW #6] [TEC §4.001 (b)(1)]</b>						
Objective(s): EE - 12th There will be a year-long 80% participation in the Educational System of Sabine Pass ISD by its parents and community stakeholders.						
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<p>Strategy:</p> <p>Federal and State Education Program and Services - Districtwide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal and state educational programs and services in which Sabine Pass ISD participates and that are available to their students. This information is also available on the district website. Parents are notified of the federal and state regulations governing educational programs and support services — soliciting recommendations in program development and funding.</p> <p>Parents are included in the review of the needs assessment data, planning of the supplemental federal and State programs that will be conducted by Sabine Pass ISD in the upcoming school year, and in the development of the application for federal funding.</p>	8/2014 - 7/2015	Superintendent - Kristi Heid	Local Funds - Time Contributions of Parents, Staff and Community Members	Document :School Records - 08/14: 100% of the Sabine Pass ISD parents will have received information regarding supplemental federal and state educational support programs in which the district participates and for which their students are eligible to participate.	Parents as full partners with educators in the education of Sabine Pass ISD students.	Document :Agendas, Minutes, Sign-In Sheets - 05/15: DPDMC/SBDMC agendas and minutes will reflect that parents have participated in the planning and development of the educational system of Sabine Pass ISD.



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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>Strategy:</p> <p>Evaluation of Parental Involvement Program (TI, A SW #6) - Parents are involved in the evaluation of the district's Parental Involvement Program. During the evaluation process, parents review the Parental Involvement Policy and the Parent, Student, Teacher Compact. At this time, parents choose to adopt the district policy as the Sabine Pass ISD Parental Involvement Policy. Parents may vote to amend if necessary to increase effectiveness.</p> <p>An annual parent survey is distributed to parents, in which the survey results will be analyzed by the DPDMC/SBDMC to determine material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same.</p> <p>The district will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p>	8/2014 - 5/2015	Superintendent - Kristi Heid	Local Funds - Time Contributions of DPDMC/SBDMC	<p>Document :School Records - 08/14: An approved District Parental Involvement Policy and School, Parent, Student Compact available for distribution to parents, faculty and staff.</p> <p>Document :Agendas, Minutes, Sign-In Sheets - 02/15: DPDMC/SBDMC agenda and minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.</p>	State-of-the-Art Parental Involvement Program.	<p>Document :Agendas, Minutes, Sign-In Sheets - 05/15: DPDMC/SBDMC agenda and minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Sabine Pass Parent/Community Involvement Program.</p>

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b> Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.						
<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>District/Campus Performance Objectives (TI, A SW #1) - The DPDMC/SBDMC meets quarterly to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.</p> <p>Districtwide performance objectives are based on data available through the comprehensive needs assessment process. Sabine Pass ISD will adopt performance objectives reflective of their students' unique needs.</p>	5/2014 - 5/2015	Principal - Patricia Heid Superintendent - Kristi Heid	Local Funds - Time Contributions of Committee Members		The performance objectives will support the needs of the district.	Document :Agendas, Minutes, Sign-In Sheets - Quarterly: The DPDMC's agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.

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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>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Sabine Pass ISD participates in the State-Developed Testing Program that is consistent with the regulations of No Child Left Behind (NCLB).</p> <p>The program includes the administration of the State of Texas Assessment of Academic Readiness (STAAR) in Reading (grades 3 - 8), Math (grades 3 - 8), Writing (grades 4 and 7), Science (grades 5 and 8) and Social Studies (grade 8).</p> <p>The STAAR program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments. 9th through 12th graders will participate in STAAR testing.</p> <p>The STAAR programs is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p> <p>Strategy:</p> <p>Student Intervention Team (S.I.T.) (TI, A SW #9) - The S.I.T. evaluates student progress throughout the year and determines which intervention program or strategy a student may receive the most appropriate assistance. The S.I.T. assigns students to supplemental Support/Special Programs. The students' progress is monitored to ensure placement is beneficial and that the students are progressing as prescribed.</p>	1/2015 - 6/2015	Principal - Patricia Heid	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 12/14: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/15: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Student Intervention Team (S.I.T.) (TI, A SW #9) - The S.I.T. evaluates student progress throughout the year and determines which intervention program or strategy a student may receive the most appropriate assistance. The S.I.T. assigns students to supplemental Support/Special Programs. The students' progress is monitored to ensure placement is beneficial and that the students are progressing as prescribed.</p>	8/2014 - 5/2015	Principal - Patricia Heid	Local Funds - Time Contributions of S.I.T.	Informal Assessment :Classroom Assessments - 12/14: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Narrowing the achievement gaps between students and groups of students.	Criterion-Referenced Test :STAAR Tests - 05/15: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.

<p><b>Goal: 2</b>      <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.</p>						
<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>Foundation Program (TI, A SW #1, #8) - The Sabine Pass ISD curriculum for grades PK – 12 is based on the TEKS. Effective instructional strategies, activities and initiatives that increase the amount and quality of learning time, promoting accelerated instruction and providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of Sabine Pass ISD.</p> <p>Students are referred to the S.I.T. if they demonstrate chronic difficulties unresponsive to intervention strategies. The Committee provides a collaborative effort by colleagues to teachers who request assistance with students who have recurring academic or behavioral issues. The Committee includes the School Counselors, Principal and appropriate Special Programs staff, as well as classroom teachers.</p> <p>The Sabine Pass ISD limited English proficient population dictates the need for English as a Second Language (ESL) section as part of the Foundation Program.</p> <p>Central Administration provides technical support and resources to support the endeavors of the campus faculty and staff as they strive to encourage and challenge all students to meet their full potential.</p>	8/2014 - 5/2015	Superintendent - Kristi Heid	<p>Coordinated Funds - Time Contributions of Staff and Faculty</p> <p>Local Funds - Instructional Resources <b>\$20,000.00</b></p> <p>Local Funds - Field Trips and Travel Expenses <b>\$30,900.00</b></p>	<p>Informal Assessment :Classroom Assessments - 12/14: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p>	All students and all student groups academically successful as the educational system meets the needs of all.	<p>Criterion-Referenced Test :STAAR Tests - 05/15: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.</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>
Activity:  Foundation Assessments - Grades PK – K: A Teacher-Made Developmental Checklist is administered to all PK and Kindergarten students at the beginning of the school year to determine student developmental levels, deficiencies and to identify students meeting the State-adopted "at-risk" criteria ("at risk" of dropping out of school). Kindergarten students are also assessed with the Texas Primary Reading Inventory (TPRI) in August/September, January and April to determine student progress in the acquisition of reading readiness and reading skills. The TPRI is a diagnostic/prescriptive tool mandated by the State.  Grades 1 – 2: The TPRI is administered to students in grades 1 and 2 in September, January and April to measure reading readiness, reading skills and progress toward learning specific literacy skills. The results are also used to determine which students meet the State-adopted "at-risk" criteria. First and second grade students are also administered a Teacher-Developed Math Pretest at the beginning of the year to determine math strengths and deficiencies, as well as throughout the year.  Grades 3 – 12: Exams in Language Arts, Science, Math and Social Studies are given each six weeks to measure student progress towards acquisition of the TEKS.	8/2014 - 5/2015	Principal - Patricia Heid Counselor - Isabel Harvey	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 01/15: 60% of all K – 2nd grade students will score "Developed" on the TPRI.  Informal Assessment :Classroom Assessments - - 01/15: 60% of 1st and 2nd grade students will score passing scores on the Teacher-Developed Math Pretest.  Informal Assessment :Classroom Assessments - - 01/15: 90% of students will receive passing six week grades in core subject areas.	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	Informal Assessment :Classroom Assessments - - 05/15: 90% of all PK students will master the State's Prekindergarten goals.  Informal Assessment :Classroom Assessments - - 05/15: 100% of students in grades K – 2 will be promoted to the next grade.  Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of students will pass appropriate grade-level and subject-area STAAR tests.

<p><b>Goal: 2</b>      <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.</p>						
<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>Diagnostic/Prescriptive Assessments - The Star Reading Assessment is used to identify current student reading levels so that teachers can provide assessment-driven instruction.</p> <p>Accelerated Reader (AR) assessments will be administered after each AR book is read by a student to track student comprehension levels.</p>	8/2014 - 5/2015	Principal - Patricia Heid	Local Funds - STAR Reading Assessment Program	Computer-Adaptive Test :STAR Reading - - Six Week Growth Checks: 80% of all students and all student groups will achieve at least two months growth.	Students with reading skills prerequisite for success in the upcoming school year.  Increase in the number of students reading at, or above, grade level.  Lifelong reading enthusiasts.	Computer-Adaptive Test :STAR Reading - - 05/15: 100% of all students and all student groups will be reading at, or above, grade level.
<p>Activity:</p> <p>Accelerated Reader Program - Students within Sabine Pass ISD participate in the Accelerated Reader program, a supplemental, leveled reading program that provides practice opportunities for the core reading curriculum. Based on assessment data, students choose a book complimentary to their assessed reading level, read the book and take a comprehension test at completion. The classroom teacher gets reading comprehension and vocabulary progress reports for each student as the assessments are completed, providing a tool for assessment-driven instruction.</p>	8/2014 - 5/2015	Librarian - Jessica Almond	Local Funds - AR Program supplies	Reading Inventory :Accelerated Reader Comprehension Tests - - 01/15: 80% of all students and all student groups will be reading at, or above, grade level.	Students with reading skills prerequisite for success in the upcoming school year.  Increase in the number of students reading at, or above, grade level.  Lifelong reading enthusiasts.	Reading Inventory :Accelerated Reader Comprehension Tests - - 05/15: 100% of all students and all student groups will be reading at, or above, grade level.

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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>Evaluation of Foundation Program - Sabine Pass ISD faculty will utilize Region V ESC Disaggregation Program AEIS IT, a comprehensive test data analysis tool for the STAAR, State Developed Alternative Assessment (STAAR Modified and STAAR Alternate), Texas English Language Proficiency Assessment System (TELPAS) and Benchmark Tests to disaggregate student test data. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student.</p> <p>In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An on going monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.</p> <p>During the monthly "Principal's Meeting," the Principal meets with the classroom teachers and counselor to review and update TEKS status to ensure that TEKS deficiencies are being identified and alleviated.</p>	8/2014 - 6/2015	Principal - Patricia Heid	Local Funds - Region V Disaggregation Program AEIS IT	Informal Assessment :Classroom Assessments - - 12/14: 80% of all students will pass campus benchmark tests.	<p>Program improvements are implemented.</p> <p>All targeted student groups show improvement on STAAR tests.</p> <p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of all students will pass all appropriate grade-level and subject-area STAAR tests.</p>





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Objective(s): EE - 12th See Assessment Instrument Matrix and Plan Statements.

<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: Accelerated Instruction - The PK staff conducts Accelerated Instruction activities to accelerate the development of school readiness skills, like oral language development and fine and gross motor coordination, of educationally disadvantaged students. Many of these students also meet the State criteria for being "at-risk" of dropping out of school in the future. Multisensory clarifying and skill building activities help accelerate the learning of PK students. Small group and one-on-one assistance is also provided as needed.</p>	8/2014 - 5/2015	PK Teacher - Jennifer Rodgers	Coordinated Funds - Time Contributions of PK Teacher	Informal Assessment :Report Card Grades - - Each 6-Weeks: 6-Week Report Cards reflect an 80% rate of on-time skill acquisition for educationally disadvantaged PK students.	Educationally disadvantaged students with the prerequisite skills to level the playing field on entry into Kindergarten.	Informal Assessment :Classroom Assessments - - 05/15: 90% of all PK students will master the State's Prekindergarten goals.
<p>Activity: Prekindergarten Transition (TI, A SW #7) - Prekindergarten students and their families participate in the Kindergarten Roundup activities.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings.</p> <p>Prekindergarten teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	8/2014 - 5/2015	PK Teacher - Jennifer Rodgers	Coordinated Funds - Time Contributions of PK Teacher	Informal Assessment :Report Card Grades - - Each 6-Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.	Students and parents familiarized with the Sabine Pass ISD Kindergarten program.  Students with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.	Informal Assessment :Classroom Assessments - - 05/15: 90% of all PK students will master the State's Prekindergarten goals.

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 Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.

<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: Accelerated Instruction (TI, A SW #2, #9) - Sabine Pass ISD faculty will be provided with a list of students meeting the State-adopted at risk criteria. The Principal, Counselors and S.I.T., with the DPDMC/SBDMC in their coordination efforts, determine through which supplemental programs and services these students' needs will be met. Programs and services are reviewed at least three times a year to determine whether, or not, a modification for individual student needs to be made and to ensure students are meeting expectations. The Counselors and Special Education Director will determine which students with disabilities meet the at-risk criteria, based on State guidance.</p>	<p>8/2014 - 6/2015</p>	<p>Principal - Patricia Heid Counselor - Isabel Harvey</p>	<p>State - State Compensatory Education (SCE) - Supplemental Instructional Resources  <b>\$10,500.00</b></p>		<p>Students "at risk of dropping out of school" are involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p>	<p>Document :Counseling Records - 05/15: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.</p>

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b> Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.						
<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: "Students at Risk of Dropping out of School" Assessment - Sabine Pass ISD follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013]  For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:  (1) was not advanced from one grade level to the next for one or more school years;  (2) if the student is in grade 7, 8, 9, 10, 11, or 12, 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;  (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;  (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;  (5) is pregnant or is a parent;	8/2014 - 6/2015	Counselor - Isabel Harvey	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/14: 80% of the students meeting the State-adopted "at risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Increased academic performance by all students and all student groups.	Document :Counseling Records - - 05/15: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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 Objective(s):    EE - 12th      See Assessment Instrument Matrix and Plan Statements.

<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>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p> <p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and 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>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) 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 group home.</p>						

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Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.

<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: Tutorial Program - A Tutorial program is available to students in grades PK – 12 who are identified as being at-risk of dropping out of school in core subject areas to increase academic achievement in core subject areas and reduce drop-out rates.</p>	8/2014 - 5/2015	Principal - Patricia Heid	State - State Compensatory Education (SCE) - Extra Duty Pay for Tutorial Teachers <b>\$17,511.36</b>  Federal - Title I, Part A - Extra Duty Pay for Tutorial Teachers <b>\$4,441.41</b>  Federal - Title II, Part A - TPTR - Extra Duty Pay for Tutorial Teachers <b>\$4,066.99</b>	Informal Assessment :Classroom Assessments - - 12/14: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/15: 90% of all PK students will master the State's Prekindergarten goals.  Informal Assessment :Classroom Assessments - - 05/15: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of students will pass all appropriate grade-level and subject-area STAAR tests.
<p>Activity: STAAR Math Program - A STAAR Math program is available to students in grade 8 who have not met the minimum expectations on the STAAR tests, or who appear to be in jeopardy of failing a subsequent administration.</p>	8/2014 - 5/2015	Math Teacher - Emily Mazzola	State - State Compensatory Education (SCE) - Time Contributions of STAAR Math Teacher FTE: 0.15 <b>\$8,739.51</b>	Informal Assessment :Classroom Assessments - - 12/14: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of students will pass the STAAR Math test.
<p>Activity: Summer Accelerated Instruction - Instruction in Math and Science for students in grades PK – 12 will be provided through Shark Camp during the summer session for 4 hours/day for 3 weeks to those students who are at risk of dropping out of school, either because of a failure on STAAR Math and/or STAAR Science test or failure to meet minimum expectations in Math and/or Science courses during the school year.</p>	June 2015	Principal - Patricia Heid	Federal - Title I, Part A - Extra Duty Pay for Shark Camp Teacher <b>\$3,294.00</b>  Federal - Title II, Part A - TPTR - Extra Duty Pay for Shark Camp Teacher <b>\$2,745.00</b>		Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 06/15: 100% of students will be promoted to the next grade.

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 Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.

<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: Study Skills program - The Study Skills class is designed to assist students in an at-risk situation in developing good study habits and test taking skills. The teachers will use a variety of teaching strategies, including incorporation of STAAR concepts, writing skills, problem-solving skills, daily planning activities and research skills. Students will be given instruction in communicating effectively, creative problem-solving, acceptance of personal responsibility, goal setting, planning and decision-making.</p>	8/2014 - 5/2015	Principal - Patricia Heid	State - State Compensatory Education (SCE) - Time contributions of Study Skills Teachers FTE: 0.45 <p style="text-align: right;"><b>\$27,687.34</b></p>	Informal Assessment :Classroom Assessments - - 12/14: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of students will pass all appropriate grade-level and subject-area STAAR tests.
<p>Activity: At Risk Instructional Services - School districts that have less than 500 students enrolled during the school year may partially fund regular education teachers, based on the percentage of students at risk of dropping out of school to the total enrollment.</p> <p>The teachers will assess each student before placement using instructional materials and will modify instruction as necessary.</p> <p>The teachers will ensure that each student is working at appropriate software levels and that those levels are modified as necessary using learning styles strategies. The teachers will have other assessment data available as a resource tool in determining which skills students are in need of supplemental assistance.</p>	8/2014 - 5/2015	Principal - Patricia Heid	State - State Compensatory Education (SCE) - Time Contributions of Faculty FTE: 1.56 <p style="text-align: right;"><b>\$89,968.94</b></p>	Informal Assessment :Classroom Assessments - - 12/14: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/15: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of students will pass all appropriate grade-level and subject-area STAAR tests.



**Goal: 2** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]  
Objective(s): EE - 12th See Assessment Instrument Matrix and Plan Statements.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Special Education Resource and Mainstream Settings -Sabine Pass ISD provides a range of educational programs and different instructional arrangements for students with disabilities. These include Inclusion in the regular classroom and Life Skills. The appropriate instructional setting will be determined for each student by ARD committees.</p> <p>Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration.</p> <p>Students receiving Special Education services in grades 3 through 12 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate.</p>	8/2014 - 5/2015	Special Education Coordinator - Patricia Heid	<p>State - State Special Education Block Grant - Time Contributions of Special Education Staff <b>\$109,381.00</b></p> <p>State - State Special Education Block Grant - Shorkey Center <b>\$65,000.00</b></p> <p>Federal - IDEA-B Formula - Time Contributions of Life Skills Instructor FTE: 0.83 <b>\$54,137.87</b></p>	<p>Informal Assessment :Classroom Assessments - - 12/14: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disability have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Classroom Assessments - - 05/15: 100% of students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.</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>
Activity: Transition Services - Sabine Pass ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055.  1) Beginning at age 14 and younger if appropriate, and updated annually, each student's 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).  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.  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 and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.	8/2014 - 5/2015	Counselor - Isabel Harvey	State - State Special Education Block Grant - Time Contributions of Special Education Staff		Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.	Document :School Records - - 05/15: Transition activities are 100% in line with students' IEPs.

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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>
Strategy: English as a Second Language (ESL) Program - Sabine Pass ISD offers an ESL Program whose goal is to enable limited English proficient students to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL Program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.	8/2014 - 5/2015	Principal - Patricia Heid	State - Bilingual Supplement Block Grant - Bilingual Education Allotment  \$888.00	See Activities below.	Narrowing the achievement gap between LEP students and non-LEP students.	See Activities below.

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Objective(s): EE - 12th See Assessment Instrument Matrix and Plan Statements.

<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>Limited English Proficient (LEP) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of English language learners (ELLs).</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades K – 12. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2014 - 5/2015	Counselor - Isabel Harvey	Coordinated Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/14: 80% of 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, verbal and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of ESL students will pass the STAAR Reading/ELA tests in English and/or Spanish.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b> Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.						
<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: LEP Modifications - The LPAC is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas, and the emotional and social attainment of each student.  Based on LPAC prescription, LEP students participate in an intensive ESL Content Mastery pullout program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening and comprehending, speaking, reading and writing, using an appropriate ESL program curriculum. Technology is used to accelerate the development of all four language skills.  The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement.	8/2014 - 5/2015	Principal - Patricia Heid	Coordinated Funds - Time Contributions of ESL Staff and Resources	Informal Assessment :Classroom Assessments - - 12/14: ESL students are progressing at the rate set by the LPAC.	Students exiting LEP designation by LPAC.  Narrowing the achievement gap between LEP students and non-LEP students.	Informal Assessment :Classroom Assessments - - 05/15: Individual students meeting LPAC's expectations based on results of an oral language proficiency test.  Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of LEP students will pass all appropriate grade-level and subject-area STAAR tests.

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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>LEP Exit Criteria - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but LEP students cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> <li>* 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</li> <li>* the student has passing grades in all core academic subjects and courses taken.</li> </ul> <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</p>	8/2014 - 5/2015	Principal - Patricia Heid	State - State and Local Funds - Time Contributions of ESL Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/14: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increase in number of students eligible to exit the ESL Program.	Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of students will pass the STAAR Reading/ELA tests in English and/or Spanish.

<p><b>Goal: 2</b>      <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.</p>						
<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>tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>Migrant Education Program - The Migrant Education Program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Sabine Pass ISD will provide information and services to students who qualify as Migrant students.</p>	8/2014 - 5/2015	Principal - Patricia Heid	Local Funds - Time Contributions of Faculty and Staff		Increased student achievement.	Document :School Records - 05/15: 100% of the students identified have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

<p><b>Goal: 2</b>      <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.</p>						
<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>Dyslexia Program - Sabine Pass ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p> <p>Activity:</p> <p>Dyslexia and Related Disorders Assessment - Sabine Pass ISD assesses students for Dyslexia and related disorders beginning in Kindergarten. Students are given several assessments that measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>Students exhibiting Dyslexic characteristics will be referred to the S.I.T. for discussion, evaluation and/or intervention.</p>	<p>8/2014 - 5/2015</p>	<p>Dyslexia Coordinator - Patricia Heid</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>See Activities below.</p>	<p>Students participating in the Dyslexia Program will perform equally with their non-Dyslexic peers.</p>	<p>See Activities below.</p>
<p>Dyslexia and Related Disorders Assessment - Sabine Pass ISD assesses students for Dyslexia and related disorders beginning in Kindergarten. Students are given several assessments that measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>Students exhibiting Dyslexic characteristics will be referred to the S.I.T. for discussion, evaluation and/or intervention.</p>	<p>8/2014 - 5/2015</p>	<p>Dyslexia Coordinator - Patricia Heid Counselor - Isabel Harvey</p>	<p>Local Funds - Assessment Instruments</p>		<p>Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.</p>	<p>Document :School Records - - 05/15: 100% of students are identified in a timely manner and appropriate programs and interventions implemented.</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>Dyslexia Modifications - The Dyslexia program serves students in all grades at Sabine Pass ISD.</p> <p>Sabine Pass ISD's intervention program (Nebulous) is designed to provide students with strategies to help them to become successful readers. The Dyslexia Specialist will coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>The Dyslexia teacher will implement explicit, individualized and multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored for up to two years by the Dyslexia Specialist and the Counselor to ensure students no longer exhibit Dyslexia characteristics, or have learned to compensate for same.</p>	8/2014 - 5/2015	Dyslexia Coordinator - Patricia Heid Counselor - Isabel Harvey	Local Funds - Time Contributions of Dyslexia Staff	Informal Assessment :Classroom Assessments - - 12/14: 80% of all Dyslexic students will attain an age-appropriate score on the TPRI.	Students participating in the Dyslexia Program will be performing equally with their non-Dyslexic peers.	Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of all students will achieve a passing score on the STAAR Reading/ELA test.

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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>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, adapt environment to avoid distractions, provide notebooks for organization, lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge.</p>	8/2014 - 5/2015	504 Coordinator - Kristi Heid	Local Funds - Time Contributions of Faculty and Staff		504 students receiving an equitable education compared to their non-504 peers.	Document :School Records - 05/15: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

<p><b>Goal: 2</b>      <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.</p>						
<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>Gifted and Talented (G/T) Program - Sabine Pass ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: 1) exhibits high performance capability in an intellectual, creative or artistic area; 2) possesses an unusual capacity for leadership or 3) excels in a specific academic field.</p> <p>Activity:</p> <p>G/T Assessment - Students in grades 2 – 12 are eligible to participate in the G/T program of Sabine Pass ISD.</p> <p>Students go through a nomination and assessment process for G/T identification that includes at least 3 criteria that include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Assessment instruments include:</p> <ol style="list-style-type: none"> <li>1) G/T Teacher Rating Inventory</li> <li>2) Parent Questionnaire</li> <li>3) G/T Teacher "Jot Down"</li> <li>4) Scales for the Rating of Behavioral Characteristics of Superior Students</li> <li>5) "Age PR-S" on the Otis-Lennon (score of 90 or above, not less than 84)</li> <li>6) Nonverbal IQ assessment</li> <li>7) Student Interview Questions</li> </ol>	<p>8/2014 - 5/2015</p>	<p>Principal - Patricia Heid</p>	<p>State - State Gifted and Talented Block Grant - Time Contributions of Faculty</p>	<p>See Activities below.</p>	<p>G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.</p>	<p>See Activities below.</p>
<p>G/T Assessment - Students in grades 2 – 12 are eligible to participate in the G/T program of Sabine Pass ISD.</p> <p>Students go through a nomination and assessment process for G/T identification that includes at least 3 criteria that include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Assessment instruments include:</p> <ol style="list-style-type: none"> <li>1) G/T Teacher Rating Inventory</li> <li>2) Parent Questionnaire</li> <li>3) G/T Teacher "Jot Down"</li> <li>4) Scales for the Rating of Behavioral Characteristics of Superior Students</li> <li>5) "Age PR-S" on the Otis-Lennon (score of 90 or above, not less than 84)</li> <li>6) Nonverbal IQ assessment</li> <li>7) Student Interview Questions</li> </ol>	<p>8/2014 - 5/2015</p>	<p>Principal - Patricia Heid</p>	<p>State - State Gifted and Talented Block Grant - Assessment Instruments</p>	<p>Document :School Records - - 12/14: Students have been identified, nominated and assessed for participation in the G/T Program.</p>	<p>Students who meet the criteria for the G/T Program have been identified.</p>	<p>Document :School Records - - 05/15: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.</p>

<p><b>Goal: 2</b>      <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.</p>						
<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>G/T Modifications - G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas. Out-of-school opportunities are available to allow students to explore interests outside of the regular school day. A school-wide Enrichment Period is scheduled into the school day so that students may attend different activities.</p> <p>Students are eligible to receive dual credit in English 1301, 1302, 1331, 1334, History 1301, 1302, Government 2301, and Economics 2301.</p>	8/2014 - 5/2015	Principal - Patricia Heid	<p>State - State Gifted and Talented Block Grant - G/T Resources</p> <p style="text-align: right;"><b>\$14,000.00</b></p>	<p>Informal Assessment</p> <p>:Classroom Assessments - - 12/14: 80% of all students will pass campus benchmark assessments.</p>	The educational needs of the Gifted/Talented students will have been met.	<p>Criterion-Referenced Test</p> <p>:STAAR Tests - - 05/15: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.</p>

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b> Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.						
<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>Career and Technology Education - While age-appropriate career guidance activities are implemented at all grade levels, the Sabine Pass ISD primary focus for Career and Technology is at the 9th – 12th grade level where structured programs and activities are conducted.</p> <p>CTE courses: Each student has an equal opportunity to participate in the Career and 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 and Social Studies TEKS into the Career and Technology Education courses as there is a natural correlation of subject areas and students that are more vocational and technology oriented often learn core subject area curriculum in an application, real-world experience format.</p> <p>B. Methods of Integration:</p> <ul style="list-style-type: none"> <li>* Academic competencies in basic and higher-order skills are identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application.</li> <li>* Academic and CTE teachers participate in jointly planned staff development activities.</li> <li>* 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.</li> <li>* The academic curriculum has</li> </ul>	8/2014 - 5/2015	Principal - Patricia Heid	Federal - Carl D. Perkins Vocational and Applied Technology - Region V ESC CTE Consortium <p style="text-align: right;"><b>\$487.00</b></p> State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff <p style="text-align: right;"><b>\$196,036.00</b></p> State - State Career and Technology Education Block Grant - CTE Resources <p style="text-align: right;"><b>\$15,000.00</b></p>		Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.	Informal Assessment :Report Card Grades - 05/15: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.

<p><b>Goal: 2</b>      <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.</p>						
<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>been modified to incorporate CTE applications and examples so the curriculum is more relevant to students.</p> <p>C. Staff Development: CTE teachers receive staff development in the development and implementation of Coherent Sequence of Courses, Integration of Academic and CTE Courses and Curriculum, Instructional Modifications for Special Populations Students, Individual Student Learning Styles, and 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</li> <li>* Presentations by individuals in nontraditional occupations</li> </ul> <p>E. Career Considerations: Students and parents are given the opportunity to explore career opportunities in the following areas:</p> <ul style="list-style-type: none"> <li>* Agricultural Science and Technology Education</li> <li>* Family and Consumer Sciences</li> <li>* Business Education</li> </ul> <p>Strategy:</p> <p>Ancillary Services - Ancillary Services, or "related services", are provided to students at Sabine Pass ISD to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p>	8/2014 - 5/2015	Superintendent - Kristi Heid	Coordinated Funds - Time Contributions of Ancillary Staff	Document :School Records - 12/14: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field".	Criterion-Referenced Test :STAAR Tests - 05/15: 100% of students will pass appropriate grade-level and subject-area STAAR tests.

<p><b>Goal: 2</b>      <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.</p>						
<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>Counseling Services - The School Counselor's responsibilities include:</p> <ul style="list-style-type: none"> <li>* 1:1 review of STAAR scores with students scoring below district expectations,</li> <li>* 1:1 and small group counseling sessions,</li> <li>* Focused informal groups - behavior and attendance,</li> <li>* Assistance with testing coordination,</li> <li>* STAAR presentations,</li> <li>* Parent Training and</li> <li>* Individual student planning.</li> </ul> <p>The Counselor also focuses on addressing the needs of students with 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 and Related Services,</li> <li>* Child Find Activities,</li> <li>* ARDs,</li> <li>* Parent Training,</li> <li>* Student Planning and Transition Services and</li> <li>* Training Sabine Pass ISD Foundation Staff on Modifications for Special Education Students.</li> </ul>	8/2014 - 5/2015	Counselor - Isabel Harvey	<p>Local Funds - Time Contributions of Counselor FTE: 1.00</p> <p style="text-align: right;"><b>\$100,563.00</b></p> <p>Local Funds - Counseling Resources</p> <p style="text-align: right;"><b>\$2,400.00</b></p>	<p>Document :Counseling Records - - 12/14: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p>	<p>Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of students will pass appropriate grade-level and subject-area STAAR tests.</p>

**Goal: 2** Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]

Objective(s): EE - 12th See Assessment Instrument Matrix and Plan Statements.

<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>Library Services - A Certified Librarian conducts the Library-Media Services program at Sabine Pass ISD, which supports the acquisition of foundation curriculum area TEKS. Available resources include:</p> <ul style="list-style-type: none"> <li>* Full-scale Library facilities available to students;</li> <li>* Accelerated Reader Books and Tests;</li> <li>* Computers with internet access;</li> <li>* Electronic encyclopedias and references; and</li> <li>* Interactive Language Arts, Math, Science and Social Studies Software.</li> </ul> <p>Students will be taken to the library on a regularly scheduled basis to generate interest in reading and provide enrichment activities (i.e., guest authors, programs, stories, research, etc). Students can access library databases from home or school using the OPAC system. In addition, students can participate in independent study, career investigation, and on-line assessments; and receive library and research tutorials.</p>	<p>8/2014 - 5/2015</p>	<p>Librarian - Jessica Almond</p>	<p>Local Funds - Time Contributions of Library Staff <b>\$151,561.00</b></p> <p>Local Funds - Data Processing Contracted Services <b>\$5,500.00</b></p> <p>Local Funds - Library Resources <b>\$6,000.00</b></p> <p>Local Funds - Library Books and Media (Capital Outlay) <b>\$4,700.00</b></p>	<p>Document :School Records - - 12/14: All Sabine Pass ISD students have access to a library on a regularly scheduled basis.</p> <p>Document :School Records - - 12/14: Librarian and teacher records indicate that at least 90% of the students have participated in Library activities.</p>	<p>The Sabine Pass ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.</p>	<p>Document :School Records - - 05/15: Librarian and teacher records indicate that 100% of the students have participated in Library activities.</p>



<p><b>Goal: 2</b>      <b>Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TI, A SW #1, #2, #7, #8, #9][TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s): EE - 12th      See Assessment Instrument Matrix and Plan Statements.</p>						
<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 Sabine Pass ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Sabine Pass ISD will be in compliance with federal Homeless regulations.</p>	8/2014 - 5/2015	Homeless Liaison - Kay Peltier	Coordinated Funds - Homeless Resources	Document :Agendas, Minutes, Sign-In Sheets - - 12/14: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district has to the Homeless students.	<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 and challenging State student performance standards that all students are expected to meet.</p>	Document :School Records - - 05/15: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.

<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TI, A SW #9] [TEC §4.001 (b)(3)]</b>						
Objective(s): EE - 12th Attendance rates for "All Students" and "All Student Groups" will equal or exceed 97%. EE - 12th Retention rates will decrease equal to, or greater than the Retention Rate Matrix goals.						
<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>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook and a letter stating the Texas Attendance Law.</p> <p>Procedures to promote student attendance will include:</p> <ul style="list-style-type: none"> <li>* Monitoring of individual student attendance by conferences, home visits, phone calls and letters to parents;</li> <li>* Consequences for poor attendance; and</li> <li>* Rewards for excellent attendance such as homework passes, gift cards and drawings.</li> </ul> <p>Teachers, counselor and principal will monitor attendance daily and apply consequences for those students without excused absences. Staff members will document absences and call parents each day a student is absent. A formal letter is sent to parents after excessive absences are noted. Truancy charges will be filed against parents/guardians of students with poor attendance.</p>	8/2014 - 5/2015	Principal - Patricia Heid Counselor - Isabel Harvey	Local Funds - Cost of Rewards and Incentives	<p>Document :School Records - 08/14: Teacher contact records will indicate that all students, parents and/or guardians have been contacted in regard to attendance policies and are fully aware of attendance requirements.</p> <p>Document :Parent Contact Log - 12/14: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	<p>Through the use of positive reinforcements, Sabine Pass ISD faculty will encourage academic growth and increased student attendance.</p>	<p>Document :Attendance Records - 05/15: Attendance records will indicate that all students and 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> <p>Document :Parent Contact Log - 05/15: Contact with 100% of parents/guardians of students who have excessive absences.</p>

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<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TI, A SW #9] [TEC §4.001 (b)(3)]</b>						
Objective(s): EE - 12th Attendance rates for "All Students" and "All Student Groups" will equal or exceed 97%. EE - 12th Retention rates will decrease equal to, or greater than the Retention Rate Matrix goals.						
<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 Prevention Program (TI, A SW #9) - Dropout prevention and intervention efforts begin in Prekindergarten in Sabine Pass ISD. Through enhanced dropout prevention efforts, 100% of students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.	8/2014 - 5/2015	Principal - Patricia Heid	Local Funds - Time Contributions of Faculty and Staff	Document :School Records - 12/14: Reduction in dropout rates as compared to the previous year.  Informal Assessment :Report Card Grades - Six Weeks: Six week grade reports show on-time credit accrual.	All students are enrolled at some school.  Students continue to attend school and earn the required number of credits so they graduate from high school.	Document :School Records - 05/15: 100% of students will attain the appropriate credits and graduate in four years.
Strategy: Extracurricular Activities - University Interscholastic League (UIL) activities are available to students in grades 6 – 12 to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.  These include: * Boys and Girls Basketball * Boys Football * Girls Volleyball * Band * Cheerleaders and Pep-Squad * National Honor Society * Principal's Council * Student Council	8/2014 - 5/2015	UIL Coordinator - Andy Bates	Local Funds - Time Contributions of Extracurricular Staff <b>\$97,992.00</b>  Local Funds - Extracurricular Contracted Services <b>\$36,200.00</b>  Local Funds - Extracurricular Resources <b>\$54,200.00</b>  Local Funds - Extracurricular Travel, Fees and Awards <b>\$96,500.00</b>  Local Funds - Extracurricular Capital Outlay <b>\$12,300.00</b>	Informal Assessment :Classroom Assessments - 12/14: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)	All students have an opportunity to participate in UIL competitions.  Students will become more diversified, goal-oriented and well-rounded individuals.	Informal Assessment :Classroom Assessments - 05/15: 100% of students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)

**Goal: 4** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. [TI, A SW #10] [TEC §4.001 (b)(5)]  
Objective(s): EE - 12th All students develop life career goals and prepare for a successful life long learning career path.

<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>

<b>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. [TI, A SW #10] [TEC §4.001 (b)(5)]</b> Objective(s): EE - 12th All students develop life career goals and prepare for a successful life long learning career path.						
<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: Career Guidance and Counseling (TI, A SW #10) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include:  * Education: Acquisition of study skills and choosing appropriate programs and services;  * Career: Need for positive work habits, career awareness and investigations of opportunities and  *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.  The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:  1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.);  2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;  3) The need for students to make informed curriculum choices to be prepared for success beyond high school;  4) Source of information on higher education; and  5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.	8/2014 - 5/2015	Counselor - Isabel Harvey	Coordinated Funds - Time Contributions of Counselors	Document :School Records - 12/14: 100% of the students will have participated in Career Awareness activities.	All students motivated to enter a field of work to their liking.  Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Document :School Records - 05/15: An increased number of students enrolling in higher education and receiving financial aid as compared to the previous year.

<b>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. [TI, A SW #10] [TEC §4.001 (b)(5)]</b> Objective(s): EE - 12th All students develop life career goals and prepare for a successful life long learning career path.						
<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 Counselor will be responsible for collaborating with parents, community members and business representatives to provide students with an opportunity to meet and interact with people working in a variety of exciting careers through Career Day.</p> <p>Classroom instruction is integrated with activities which emphasize career opportunities. Counseling staff and faculty members spend time with individual students discussing careers. Aptitude tests and career assessments such as Kuder Career Search with Person Match, Kuder Skills Assessment and Super's Work Values Inventory-Revised are provided to provide students with information about career fields they may not have previously considered.</p> <p>Strategy: College Preparation - Students in grades 11 and 12 have the opportunities to earn college credit through the following methods:</p> <ul style="list-style-type: none"> <li>* Enrollment in a Dual Credit Course offered through Lamar University and</li> <li>* Enrollment in an Advanced Placement Course.</li> </ul>	8/2014 - 5/2015	Counselor - Isabel Harvey	Coordinated Funds - Time Contributions of Counselors		Students exhibiting college readiness and earning both high school and college credit.	Document :School Records - 05/15: All students participating in concurrent and dual credit courses will earn high school and college credits.

<b>Goal: 5</b>	<b>Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.[TI, A SW #3, #4, #5] [TEC §4.001 (b)(6)(9)]</b>	
Objective(s):	EE - 12th	Increase the percentage of highly qualified teachers in Sabine Pass ISD to meet 100% by the end of the current school year, including Special Education Bilingual/ESL teachers.
	EE - 12th	Increase the percentage of teachers receiving high-quality professional development to meet 100% by the end of the current school year.
	EE - 12th	Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field or non-highly qualified teachers.
	EE - 12th	Attract and retain highly qualified teachers through an aggressive recruiting and retention program.
	EE - 12th	Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.
	7th - 12th	Increase the percentage of core academic subject area classes taught by highly qualified teachers in Sabine Pass ISD to meet 100% by the end o the current school year.

<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>Professional Development Program (TI, A SW #3, #4) - The Sabine Pass ISD Professional Development (PD) Coordinator, Superintendent, Principal and DPDMC/SBDMC design and support professional development programs and activities that:</p> <ul style="list-style-type: none"> <li>* will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods;</li> <li>* will be intense and sustained;</li> <li>* will relate to the TEKS and STAAR;</li> <li>* will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet and</li> <li>* will apply research to meet the learning needs of all students.</li> </ul> <p>Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> <li>* Training and mentorships for new teachers;</li> <li>* Professional development in specialized areas, i.e., teaching LEP students, G/T students, students meeting the state-adopted at-risk criteria and students with disabilities;</li> <li>* Periodic training for teachers in how to identify difficulties and to provide assistance to individual students.</li> </ul>	6/2014 - 5/2015	Superintendent - Kristi Heid Principal - Patricia Heid	Local Funds - Time Contributions of Staff and Faculty	Document :Agendas, Minutes, Sign-In Sheets - 12/14: A professional development program will have been designed that meets the needs of Sabine Pass ISD.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Document :Professional Development Records - 05/15: The principal and the SBDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.

<b>Goal: 5</b>	<b>Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.[TI, A SW #3, #4, #5] [TEC §4.001 (b)(6)(9)]</b>	
Objective(s):	EE - 12th	Increase the percentage of highly qualified teachers in Sabine Pass ISD to meet 100% by the end of the current school year, including Special Education Bilingual/ESL teachers.
	EE - 12th	Increase the percentage of teachers receiving high-quality professional development to meet 100% by the end of the current school year.
	EE - 12th	Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field or non-highly qualified teachers.
	EE - 12th	Attract and retain highly qualified teachers through an aggressive recruiting and retention program.
	EE - 12th	Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.
	7th - 12th	Increase the percentage of core academic subject area classes taught by highly qualified teachers in Sabine Pass ISD to meet 100% by the end o the current school year.

<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>Professional Development in Core Subject Areas - The staff will be provided resources and ongoing and sustained staff development on scientifically research-based strategies and activities in the appropriate core subject areas. Selected staff members will attend workshops and then return to the campus to share that information with the remaining staff, with follow-up meetings planned to evaluate the implementation and success of the various programs.</p>	6/2014 - 5/2015	Principal - Patricia Heid	Local Funds - Time Contributions of Staff and Faculty	<p>Informal Assessment</p> <p>:Classroom Assessments - - 12/14: 80% of students will receive passing six week grades in core subject areas.</p>	<p>Teachers incorporate new strategies in teaching to reach all students so the students can achieve academic success.</p> <p>Increased student achievement.</p>	<p>Criterion-Referenced Test</p> <p>:STAAR Tests - - 05/15: 100% of students will pass appropriate grade-level and subject-area STAAR tests.</p>



<b>Goal: 5</b>	<b>Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.[TI, A SW #3, #4, #5] [TEC §4.001 (b)(6)(9)]</b>	
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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>Curriculum Alignment and Development - The Superintendent provides, and/or arranges, training for the faculty to ensure the quality of the vertical alignment and the quality of the instruction. In addition to continued vertical alignment training and curriculum training in vertical teaming, faculty members receive training in developing, differentiating and modifying curriculum for special populations students.</p> <p>Through participation in the Region V ESC Curriculum and Professional Development consortiums, the faculty of Sabine Pass ISD is trained in the following:</p> <ul style="list-style-type: none"> <li>* TEKS as a Vertical Alignment Tool,</li> <li>* Instructional activities tied to TEKS and STAAR,</li> <li>* Vertical Alignment Support through Software Integrating TEKS and the STAAR,</li> <li>* Texas Reading Initiative Curriculum Structure,</li> <li>* Differentiating Instruction, Incorporating Science and Social Studies Curriculum and TEKS into Reading/Language Arts.</li> </ul>	5/2014 - 5/2015	Principal - Patricia Heid	Coordinated Funds - PD Contracted Services, Resources and Travel Expenses	Informal Assessment :Classroom Assessments - - 12/14: 80% of students will receive passing scores on class assignments, unit and six week tests and TEKS-based tests.	All teachers are teaching TEKS on grade level so all students are successful on STAAR.  Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of students will pass appropriate grade-level and subject-area STAAR tests.

<b>Goal: 5</b>	<b>Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.[TI, A SW #3, #4, #5] [TEC §4.001 (b)(6)(9)]</b>				
Objective(s):	EE - 12th	Increase the percentage of highly qualified teachers in Sabine Pass ISD to meet 100% by the end of the current school year, including Special Education Bilingual/ESL teachers.			
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Highly Qualified Staff (TI, A SW #3) - Human Resources and the DPDMC/SBDMC analyze data from all teachers' certifications, testing, staff development history and service records to ensure that all meet the NCLB highly qualified status.</p> <p>Deficiency Plans are completed for Summer fulfillment of certification needs.</p> <p>Professional Development opportunities will be provided for maintaining highly qualified instruction in the classroom. Based on identified needs, PD programs and activities are available to both professionals and paraprofessionals.</p>	7/2014 - 6/2015	Principal - Patricia Heid	Coordinated Funds - HQ PD Contracted Services, Resources and Travel	Document :School Records - - 08/14: 100% Highly Qualified faculty and staff for the beginning of school.	All teachers in core subject areas will meet the qualifications for Highly Qualified under NCLB.	Document :School Records - - 05/15: 100% Highly Qualified faculty and staff for the current school year.
<p>Activity:</p> <p>Evaluation of Professional Development Program - The Sabine Pass ISD Professional Development Program will be evaluated in light of students performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	May 2015	Principal - Patricia Heid	Coordinated Funds - Time Contributions of Faculty and Staff	Document :School Records - - 12/14: The PD Program will establish a direct correlation between increased student achievement and professional development training.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/15: 100% of students will pass appropriate grade-level and subject-area STAAR tests.

<b>Goal: 5</b>	<b>Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.[TI, A SW #3, #4, #5] [TEC §4.001 (b)(6)(9)]</b>				
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	EE - 12th	Attract and retain highly qualified teachers through an aggressive recruiting and retention program.			
	EE - 12th	Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.			
	7th - 12th	Increase the percentage of core academic subject area classes taught by highly qualified teachers in Sabine Pass ISD to meet 100% by the end o the current school year.			

<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>Recruitment and Retention Initiatives (TI, A SW #3, #5) - The DPDMC/SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Region V ESC Personnel Service Co-Op, University and College Job Fairs and networking through the Principals' Academy and Texas Elementary Principals and Supervisors Association (TEPSA). The principal and Superintendent will establish a campus interview team to assist in candidate selections to ensure that Sabine Pass ISD has 100% highly qualified faculty in each teaching position, as defined by NCLB.</p> <p>Sabine Pass ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their highly qualified status.</p> <p>Teacher incentives included district paid teacher certification fees, additional payroll incentives, salary rates above state base, additional sick days and district paid insurance.</p>	6/2014 - 5/2015	Superintendent - Kristi Heid	Local Funds - Region V Personnel Service Cooperative		100% Highly Qualified and Certified Faculty.	Document :School Records - 05/15: Recruitment strategies and activities have resulted in the employment of additional certified professionals, minority professionals and trained paraprofessionals.

<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TI, A SW #1]</b> <b>[TEC §4.001 (b)(10)]</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:</p> <p>Technology Needs Assessment (TI, A SW #1) - As part of the Comprehensive Needs Assessment, Sabine Pass ISD reviews the following areas:</p> <ul style="list-style-type: none"> <li>- the amount, quality and availability of equipment,</li> <li>- the types of computer systems available,</li> <li>- how current the hardware and software systems being used are,</li> <li>- any barriers that exist that are preventing the effective use of technology and</li> <li>- technology professional development opportunities.</li> </ul> <p>Sabine Pass ID has classroom teachers and the school librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few.</p> <p>Priority needs in technology include the need to expand the use of technology and increase professional development opportunities in using technological tools. The district will address these needs by purchasing updated software and hardware and funding a wide variety of professional development activities.</p>	8/2014 - 5/2015	Principal - Patricia Heid	Local Funds - Technology Resources \$7,500.00		The educational system of Sabine Pass ISD will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Document :Agendas, Minutes, Sign-In Sheets - 08/14: A technology CNA has been conducted and the results have been made available to the appropriate staff.

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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>
Activity: Interactive Video Technologies Services - Sabine Pass ISD participates in Region V ESC's Interactive Video Technologies Services. This service provides connectivity to educational opportunities by contracting, broadcasting, and facilitating a variety of activities delivered via interactive video technologies.  Access to Learning Activities such as: * Concurrent enrollment classes * University and Community College offerings * Share-A-Course collaboratives * Opportunities with other networks, regions and districts via interactive connectivity  Access to Professional Development such as: * Regional meetings and trainings * Course work for certifications and endorsements * Staff development opportunities from content providers * TETN video conferences  Access to Enrichment Activities such as: * Virtual field trips * A variety of interactive activities shared collaboratively.	8/2014 - 5/2015	Superintendent - Kristi Heid	Local Funds - Interactive Video Technologies Services	Document :Principal Observation Report - - 12/14: Principal's classroom observations indicate that 60% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.	An educational system that is strengthened by utilizing technology as an integral component.	Document :Principal Observation Report - - 05/15: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TI, A SW #1]</b> <b>[TEC §4.001 (b)(10)]</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:</p> <p>Technology Policies - Every Sabine Pass ISD faculty member, student and parent having access to Sabine Pass ISD computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Sabine Pass ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Sabine Pass ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Sabine Pass ISD School Board Policy CQ (Local).</p>	8/2014 - 5/2015	Superintendent - Kristi Heid	Local Funds - Technology Policies	Document :School Records - 08/14: 100% of the students at Sabine Pass ISD that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Document :School Records - 06/15: No incidents of students breaking the Acceptable Use Policy.

<p><b>Goal: 7 Sabine Pass ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]</b></p> <p>Objective(s): EE - 12th Sabine Pass ISD will maintain an updated Emergency Action Plan. EE - 12th Disciplinary Placement Records: The percentage of students with disciplinary placements will not exceed the current 0.0%.</p> <p>Safe Schools: There will be no incidents that would be considered a threat to our students or school.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Safe Schools Initiatives (TI, A SW #10) - The health and safety of Sabine Pass ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Sabine Pass ISD will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> <li>* Campus Safety Rules including Playground and P.E. Safety Rules</li> <li>* Campus Dress and Discipline Codes</li> <li>* Medical Services</li> <li>* Regularly scheduled fire and natural disaster drills</li> <li>* Video Camera Security System</li> <li>* Quiet Zones</li> </ul>	8/2014 - 5/2015	Counselor - Isabel Harvey	<p>Local Funds - Physicals and Drug Screening</p> <p style="text-align: center;"><b>\$1,100.00</b></p>	<p>Document :School Records - 12/14: Discipline referrals decrease by 5%.</p> <p>Document :School Records - 12/14: A log for emergency drills has been established and updated on a regular basis.</p>	<p>Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.</p>	<p>Document :School Records - 05/15: Improved discipline in the classroom and reduced number of referrals per year.</p>

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<p>Activity: Emergency Action Plan - Sabine Pass ISD will implement an Emergency Action Plan that includes emergency response training, student and staff emergency drills and coordination with local emergency management agencies, law enforcement and fire departments.</p> <p>The purpose of the Emergency Action Plan is to establish and organize response protocol should an actual emergency occur on campus. Sabine Pass ISD will make any necessary changes to improve safety and security for their students.</p>	8/2014 - 5/2015	Superintendent - Kristi Heid Principal - Patricia Heid	Local Funds - Emergency Action Plan	Document :School Records - - 08/14: An Emergency Action Plan has been implemented and 100% of staff has received training.	A safe climate for student learning, having a positive impact on student achievement.  Staff and students are prepared to react in a knowledgeable response to emergency situations to prevent injury or death.	Document :School Records - - 05/15: A log for emergency drills has been established and updated on a regular basis, indicating proper execution of emergency procedures.
<p>Activity: Discipline Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same. The Code of Conduct will be sent home to parents, reviewed with students and enforced. Classroom rules will be posted and behavior plan will be drafted and implemented as needed.</p> <p>Students who have violated the district code of conduct will be placed in the DAEP. Dropout Recovery and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is provided through a cooperative arrangement with neighboring districts.</p>	8/2014 - 5/2015	Superintendent - Kristi Heid	Local Funds - Time Contributions of DAEP Staff  Local Funds - Time Contributions of Juvenile Justice AEP  <b>\$6,000.00</b>	Document :School Records - - 12/14: 50% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.	Reduction in discipline referrals to the DAEP.  Dropout rate remains at 0%.	Document :School Records - - 05/15: 75% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.



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<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities (TI, A SW #10) - The staff of Sabine Pass ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* National Red Ribbon Week</li> <li>* Drug Dogs</li> <li>* Student Assemblies and Motivational Speakers to enhance Drug/Alcohol Awareness and encourage healthy choices</li> <li>* Dating Violence Policy (see Board Policy FFH-Local)</li> </ul>	6/2014 - 5/2015	Counselor - Isabel Harvey	Local Funds - Time Contributions of Counselors and Staff	<p>Document :Agendas, Minutes, Sign-In Sheets - - 08/14: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.</p> <p>Document :School Records - - 12/14: Survey Results and Counselor and Principal Records will indicate that 80% of students have a heightened awareness of the dangers and illegality of tobacco, alcohol and other drug use and abuse.</p>	<p>A drug-free student body, faculty and staff.</p> <p>Reduction in PEIMS 425 Incidents.</p>	<p>Document :School Records - - 05/15: Survey Results and Counselor and Principal Records will indicate that 100% of students have a heightened awareness of the dangers and illegality of tobacco, alcohol and other drug use and abuse.</p>

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<p>Strategy:</p> <p>Counseling Responsive Services (TI, A SW #10) - The Counselor is available to speak with students, parents, staff and community members in both individual and group settings. The counselor provides the following activities and services and any other issues impacting students' physical, mental, social and emotional well-being:</p> <ul style="list-style-type: none"> <li>* Academic concerns</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness</li> <li>* Dropout prevention</li> <li>* Physical, sexual or emotional abuse</li> <li>* Coping with stress</li> <li>* Discipline management</li> <li>* Health and wellness</li> <li>* Drug and Alcohol abuse prevention</li> <li>* Bullying and Cyber Bullying</li> <li>* Suicide prevention</li> <li>* Conflict resolution</li> <li>* Violence prevention and intervention</li> <li>* Parent education</li> <li>* Teacher/Administrator consultation</li> <li>* Staff development</li> <li>* School improvement planning for special populations students.</li> </ul>	8/2014 - 5/2015	Counselor - Isabel Harvey	Coordinated Funds - Time Contributions of Counselors	Document :Agendas, Minutes, Sign-In Sheets - 12/14: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.	All students get along with their peers, with a healthy outlook toward life.  Reduction in retention and dropout rates.	Document :Counseling Records - 05/15: Referrals to counselor have decreased as compared to the previous year.

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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>Child Sexual Abuse and Other Maltreatment of Children - As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and</p>	8/2014 - 5/2015	Superintendent - Kristi Heid Principal - Patricia Heid Counselor - Isabel Harvey	Local Funds - Sexual Abuse Policy	Document :School Records - - 08/14: Sexual Abuse policy has been distributed to staff, parents and students.	Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.	Document :School Records - - 05/15: Sexual Abuse policy will have been implemented.

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<p>comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see <a href="http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp">http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp</a>.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: <a href="http://www.childwelfare.gov/pubs/factsheets/signs.cfm">http://www.childwelfare.gov/pubs/factsheets/signs.cfm</a> <a href="http://sapn.nonprofitoffice.com">http://sapn.nonprofitoffice.com</a> <a href="http://www.taasa.org/member/materials2.php">http://www.taasa.org/member/materials2.php</a> <a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml</a> <a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</a> Reports may be made to: 19</p> <p>The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <a href="http://www.txabusehotline.org">http://www.txabusehotline.org</a>).</p>						

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<p>Strategy:</p> <p>Health Services - In order to ensure that all students receive primary health care services and understand the importance of preventative care, Sabine Pass ISD offers health services designed to evaluate, safeguard and advocate health among students. These services include immunizations and routine screenings for the prevention of illness and the appraisal of students' overall health. The nurse will advise parents of the need of students identified through any screening programs as needing treatment or further examination and refer them to appropriate health agencies. (Local Policy FFA)</p> <p>The campus nurse is available to ensure that students receive basic health services including screening activities such as vision, height, weight and scoliosis.</p>	8/2014 - 5/2015	School Nurse - Paula Fairchild	<p>Local Funds - Time Contributions of Nursing Staff <b>\$50,292.00</b></p> <p>Local Funds - Nursing Resources <b>\$4,000.00</b></p> <p>Local Funds - Contracted Nursing Resources <b>\$2,000.00</b></p>	Document :School Records - 12/14: Nurse's records indicate all screening has been conducted as required, everyday medical assistance has been provided and students with needs beyond the Nurse's certification have been referred to the appropriate professional(s) for treatment.	Health and medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the dropout rate for all students and all student groups.	<p>Informal Assessment :Health and Fitness Assessments - 05/15: 90% of students passing all health-related end of year assessments.</p> <p>Document :School Records - 05/15: 10% decrease in health-related risk behaviors in comparison to the previous year.</p>

**Goal: 7 Sabine Pass ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]**

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>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> </ol>	8/2014 - 5/2015	Superintendent - Kristi Heid	Local Funds - Time Contributions of Faculty and Staff	Document :School Records - - 12/14: School records will reflect that the activity has been implemented as prescribed.	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p> <p>Students develop life long healthy eating habits and exercise habits to prevent overweight conditions that can lead to health problems.</p>	Document :School Records - - 05/15: Student records will reflect a decrease in discipline referrals and health-related risk behaviors in comparison to the previous year.

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<p>7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p>						

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<p>Activity: School Health Advisory Committee (SHAC) - The Board has established a local school health advisory council to assist the District in ensuring that local community values are reflected in the District's health education instruction. The SHAC will meet monthly in which the council's duties include recommending the following:</p> <ol style="list-style-type: none"> <li>1. The number of hours of instruction to be provided in health education;</li> <li>2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco;</li> <li>3. Appropriate grade levels and methods of instruction for human sexuality instruction; and</li> <li>4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:</li> </ol> <ul style="list-style-type: none"> <li>* School health services;</li> <li>* Counseling and guidance services;</li> <li>* A safe and healthy school environment and</li> <li>* School employee wellness.</li> </ul> <p>(Local Policy EHAA, TEC 28.004(c))</p>	<p>8/2014 - 5/2015</p>	<p>Superintendent - Kristi Heid</p>	<p>Local Funds - Time Contributions of SHAC</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Document :Agendas, Minutes, Sign-In Sheets - - Monthly: SHAC minutes will reflect that the activity has been implemented as prescribed.</p>



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<p>Activity:</p> <p>Pregnancy, Education, and Parenting (PEP) Services - PEP is an alternative education program for students at Sabine Pass ISD who are pregnant or who are parents. This program offers basic courses in language arts, mathematics, social studies, and GED-Prep.</p> <p>Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <ul style="list-style-type: none"> <li>* the student is pregnant and attending classes on a district campus;</li> <li>* the pregnancy prenatal period prevents the student from attending classes on a district campus; and</li> <li>* the pregnancy postpartum period prevents the student from attending classes on a district campus.</li> </ul> <p>Any student who is eligible to receive PRS as verified by a responsible campus official (administrator, nurse, or counselor); a physician or nurse midwife licensed to practice in the U.S.; or a nurse practitioner. Sabine Pass ISD will continue to identify and collect documentation on pregnant students.</p>	8/2014 - 7/2015	Principal - Patricia Heid School Nurse - Paula Fairchild	Local Funds - Time Contributions of Nurse	Document :School Records - - 12/14: Campus records indicate a reduction in absences and an increase in passing six weeks grades.	Students who are pregnant continue to attend school.	Document :School Records - - 05/15: Campus records indicate all students graduate from school.  Document :School Records - - 05/15: Attendance rates will meet or exceed 97%.

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<p>Documentation will include verification of pregnancy; copies of ARDs and IEPs, if applicable; PRS entry date; date of delivery, and PRS exit date. The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff, and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities, and coping skills.</p>						

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<p>Activity:</p> <p>School Based Medicaid - Through the School Health and Related Services Program (SHARS), Sabine Pass ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services and special transportation. In order to be eligible, students must meet the following requirements:</p> <ul style="list-style-type: none"> <li>* be Medicaid eligible;</li> <li>* be under 21 years of age;</li> <li>* meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA) and</li> <li>* have Individual Education Plans (IEPs) that prescribe the needed services.</li> </ul>	8/2014 - 5/2015	School Nurse - Paula Fairchild	Local Funds - Time Contributions of Nurse		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Document :School Records - - 05/15: 90% of students passing all health-related end of year assessments.

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<p>Strategy:</p> <p>Physical Education - Sabine Pass ISD provides a physical education curriculum that is designed to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, to regularly participate in physical activity and to understand the short and long-term benefits.</p> <p>Sabine Pass ISD ensures that all students participate in at least the required amount of physical activity for all grades. Students in grades PK - 8 must participate in at least 30 minutes of physical activity daily during physical education classes and/or structured recess time. Students in grades 9 – 12 must earn one credit in physical education in order to graduate.</p>	8/2014 - 5/2015	Athletic Director - Trey Harvey	Local Funds - Time Contributions of PE Staff	Informal Assessment :Health and Fitness Assessments - 12/14: 80% of students passing all health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Informal Assessment :Health and Fitness Assessments - 05/15: 90% of students passing all health-related end of year assessments.

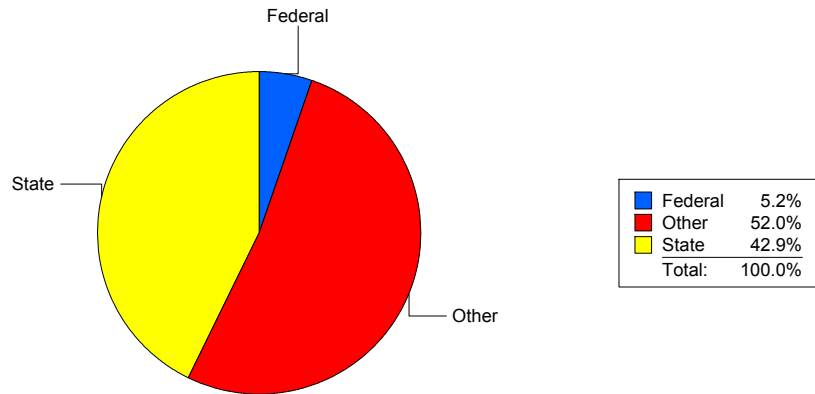
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<p>Activity: Fitnessgram Assessment - As mandated by the Physical Fitness Assessment Initiative (PFAI) and TEC §38.101, students' levels of physical fitness are annually assessed to determine if any correlation exists between academic achievement, 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. There are five tests that include Sit and Reach, Pushups, Pacer test, Trunk Lift and Curl-ups. 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>	8/2014 - 5/2015	Athletic Director - Trey Harvey	Local Funds - Time Contributions of PE Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Informal Assessment :Health and Fitness Assessments - - 05/15: 100% of students achieving the Healthy Fitness Zone on all of the Fitnessgram Assessments.

## Funding Values By Program



District Improvement Plan  
Sabine Pass ISD 2014-2015

### Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
<b>Carl D. Perkins Vocational and Applied Technology</b> Region V ESC CTE Consortium	0.00	\$487.00
<b>IDEA-B Formula</b> Time Contributions of Life Skills Instructor	0.83	\$54137.87
<b>IDEA-B Preschool</b> Speech Therapy Services	0.00	\$2693.00
<b>Title I, Part A</b> Extra Duty Pay for Shark Camp Teacher	0.00	\$3294.00
Extra Duty Pay for Tutorial Teachers	0.00	\$4441.41
<b>Title II, Part A - TPTR</b> Extra Duty Pay for Tutorial Teachers	0.00	\$4066.99
Extra Duty Pay for Shark Camp Teacher	0.00	\$2745.00

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**Funding Values By Program**

	<u>FTE</u>	<u>DollarValue</u>
		<u>\$71,865.27</u>
<b>Other</b>		
<b>Coordinated Funds</b>		
Homeless Resources	0.00	\$0.00
Time Contributions of PK Teacher	0.00	\$0.00
Time Contributions of PK Teacher	0.00	\$0.00
Time Contributions of PK Teacher	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff and Resources	0.00	\$0.00
PD Contracted Services, Resources and Travel Expenses	0.00	\$0.00
HQ PD Contracted Services, Resources and Travel	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Parents, Community Members and Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Counselors	0.00	\$0.00
Time Contributions of Counselors	0.00	\$0.00
Time Contributions of Counselors	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
<b>Local Funds</b>		
Assessment Instruments	0.00	\$0.00
STAR Reading Assessment Program	0.00	\$0.00
AR Program supplies	0.00	\$0.00
Region V Disaggregation Program AEIS IT	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Parents, Staff and Faculty	0.00	\$0.00

**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Time Contributions of Committee Members	0.00	\$0.00
Contracted Student Appraisal/Assessment Services	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Time Contributions of Counselor	1.00	\$100563.00
Counseling Resources	0.00	\$2400.00
Time Contributions of Library Staff	0.00	\$151561.00
Data Processing Contracted Services	0.00	\$5500.00
Library Resources	0.00	\$6000.00
Library Books and Media (Capital Outlay)	0.00	\$4700.00
Interactive Video Technologies Services	0.00	\$0.00
Emergency Action Plan	0.00	\$0.00
Time Contributions of DAEP Staff	0.00	\$0.00
Time Contributions of Juvenile Justice AEP	0.00	\$6000.00
Time Contributions of Counselors and Staff	0.00	\$0.00
Sexual Abuse Policy	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of SHAC	0.00	\$0.00
Time Contributions of Nurse	0.00	\$0.00
Time Contributions of Nurse	0.00	\$0.00
Time Contributions of PE Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Parents, Staff and Community Members	0.00	\$0.00
Time Contributions of DPDMC/SBDMC	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00



**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Assessment Instruments	0.00	\$0.00
Time Contributions of S.I.T.	0.00	\$0.00
Communication Vehicles	0.00	\$0.00
Instructional Resources	0.00	\$20000.00
Field Trips and Travel Expenses	0.00	\$30900.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of PK Teacher	0.50	\$34231.71
Cost of Rewards and Incentives	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$97992.00
Extracurricular Contracted Services	0.00	\$36200.00
Extracurricular Resources	0.00	\$54200.00
Extracurricular Travel, Fees and Awards	0.00	\$96500.00
Extracurricular Capital Outlay	0.00	\$12300.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Region V Personnel Service Cooperative	0.00	\$0.00
Technology Resources	0.00	\$7500.00
Technology Policies	0.00	\$0.00
Physicals and Drug Screening	0.00	\$1100.00
Time Contributions of Nursing Staff	0.00	\$50292.00
Nursing Resources	0.00	\$4000.00
Time Contributions of PE Staff	0.00	\$0.00
Contracted Nursing Resources	0.00	\$2000.00

**Funding Values By Program**

		<u>\$723,939.71</u>
<b>State</b>		
	<u>FTE</u>	<u>DollarValue</u>
<b>Bilingual Supplement Block Grant</b>		
Bilingual Education Allotment	0.00	\$888.00
<b>State and Local Funds</b>		
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
Special Education Resources	0.00	\$8000.00
<b>State Career and Technology Education Block Grant</b>		
Time Contributions of CTE Staff	0.00	\$196036.00
CTE Resources	0.00	\$15000.00
<b>State Compensatory Education (SCE)</b>		
Supplemental Instructional Resources	0.00	\$10500.00
Time Contribution of PK Teacher	0.50	\$34231.71
Extra Duty Pay for Tutorial Teachers	0.00	\$17511.36
Time Contributions of STAAR Math Teacher	0.15	\$8739.51
Time contributions of Study Skills Teachers	0.45	\$27687.34
Time Contributions of Faculty	1.56	\$89968.94
<b>State Gifted and Talented Block Grant</b>		
Time Contributions of Faculty	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
G/T Resources	0.00	\$14000.00
<b>State Special Education Block Grant</b>		
Child Find Resources	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00

**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State Special Education Block Grant</b>		
Time Contributions of Special Education Staff	0.00	\$109381.00
Shorkey Center	0.00	\$65000.00
		<hr/>
		<b>\$596,943.86</b>
	<b>Grand Total:</b>	<b>\$1,392,748.84</b>