

# **Sanger Independent School District Improvement Plan**

**2008-2009**



**Date of School Board Approval**

**October 13, 2008**

## **Mission Statement**

*The mission of the Sanger Independent School District is to create a learning community that engages, challenges, and inspires all students. We will educate our diverse population in an atmosphere that encourages academic, physical and creative achievement and promotes strong character.*

## ***“Dedicated to Students – Committed to Excellence”***

### **Board Goals**

1. The District will provide a foundation for life-long learning through an engaging curriculum, rigorous academic standards, successful extracurricular programs, and citizenship and leadership development.
2. The District will employ qualified, highly motivated staff in order to create positive learning environments that are collaborative, inclusive and innovative.
3. The District will provide expedient, accurate, and ongoing communication and opportunities for positive parental and community involvement in our schools.
4. The District will provide safe, secure and drug free facilities that optimize student learning and fosters student and community pride.

### **District beliefs**

- Each student, regardless of ability or circumstance, deserves an academically challenging education.
- The best education occurs when motivated students, committed educators, concerned parents, and an involved community work together as a team.
- All people have equal inherent worth and deserve to be treated with respect, tolerance, and compassion.
- Honesty and integrity are foundations for individual growth.
- Effective communication is essential to remove barriers, illuminate opportunities, and promote understanding.
- Problem solving skills are necessary components of education that prepare students for life.
- High expectations foster high achievement, which is the key to educational excellence.
- Every individual must accept personal responsibility for his/her own actions.
- Discipline fosters self-discipline.
- A comprehensive and continuous plan for improvement with goals and accountability is essential for quality schools.
- Everyone learns best in a safe and supportive environment.

## **District Vision**

### **Our Students...**

- develop into responsible, productive citizens and lifelong learners in a diverse community.
- have dreams and goals for their futures.
- have high standards and a commitment to excellence.
- are unique individuals.
- have integrity and character.

### **Our Schools...**

- attract and retain the most qualified and dedicated personnel.
- have facilities that are safe, clean, pleasant, and are equipped with the advanced technology necessary for student achievement.
- provide a climate conducive to the free exchange of ideas and opinions.
- hold high standards for learning in all subject areas, and challenge students to achieve at the highest level possible.
- create a positive climate and enriched curriculum that challenges, nurtures, and inspires students to excel.
- recognize and meet the varied needs of all students.

### **Our Community...**

- shares ownership and accepts responsibility for the development and success of all students.
- provides an environment of trust, respect and pride.
- supports our educators.
- provides resources and support for students to achieve.

## Sanger District Leadership Team 2007-2008

| Name             | Position<br>Parent, Business, Community,<br>Teacher, etc | Signature |
|------------------|--|-----------|
| Susan Arnold     | Teacher<br>Chisholm Trail Elementary                     |           |
| Jennifer Ashley  | Special<br>Programs Coordinator                          |           |
| Rona Balderas    | Counselor<br>Sanger HS                                   |           |
| Larry Beam       | Assistant Principal<br>Clear Creek Intermediate          |           |
| Jack Biggerstaff | Superintendent of Schools<br>Sanger ISD                  |           |
| Brenda Bledsoe   | Teacher<br>Tenderfoot Primary                            |           |
| Lori Bradley     | Teacher<br>Sanger HS                                     |           |
| Mark Bulger      | Community Member   |           |
| Rick Clements    | Deputy Superintendent<br>Sanger ISD                      |           |
| Jennie Flaa      | Teacher<br>Clear Creek Intermediate                      |           |
| Valerie Foster   | Parent Liaison<br>Sanger ISD                             |           |

|                  |  |  |
|------------------|--|--|
| Randy Freeman    | Teacher<br>Sanger MS                   |  |
| Melissa Giles    | Teacher<br>Linda Tutt HS               |  |
| Sandra Hensley   | Principal<br>Tenderfoot Primary        |  |
| Ruby Henline     | Teacher<br>Clear Creek Intermediate    |  |
| Candace Hill     | Assistant Principal<br>Sanger MS       |  |
| Ann Hughes       | Principal<br>Linda Tutt HS             |  |
| Gail Knight      | Curriculum Director<br>Sanger ISD      |  |
| Susan Laswell    | District Librarian<br>Sanger ISD       |  |
| Alice Madden     | Community Member                       |  |
| Barbara Martin   | Parent                                 |  |
| Jackie McBroom   | Assistant Superintendent<br>Sanger ISD |  |
| Joe Muñoz        | Teacher<br>Chisholm Trail Elementary   |  |
| Richard Payne    | Teacher<br>Sanger MS                   |  |
| Mary Alice Pérez | Community Member                       |  |
| Chad Perry       | Teacher<br>Linda Tutt HS               |  |

|                |  |  |
|----------------|--|--|
| Vikki Reasor   | Teacher<br>Sanger HS                   |  |
| Debbie Romines | Principal<br>Chisholm Trail Elementary |  |
| Marjan Schram  | Community Member                       |  |
| Pam Stevens    | Parent                                 |  |
| Lori Stucky    | Parent                                 |  |
| Crystal Trejo  | Teacher<br>Tenderfoot Primary          |  |

# Comprehensive Needs Assessment

Comprehensive Needs Assessment results were presented to the committee on December 5, 2007.

| Participants in Attendance |                       | Data Sources Examined   |
|----------------------------|-----------------------|---|
| <i>Susan Arnold</i>        | <i>Ann Hughes</i>     | <ul style="list-style-type: none"> <li>• Disaggregation of AEIS data</li> <li>• PBMAS Reports</li> <li>• AYP data</li> <li>• Review of the district's vision and discussion at the district level, regarding current information/research-based strategies that will help us to attain that vision</li> <li>• Review of previous year initiatives to determine over-all effectiveness and implementation level and to consider continued development/modifications and necessary continued funding</li> <li>• Survey results from:               <ul style="list-style-type: none"> <li>➢ Parents from all campuses</li> <li>➢ Community members</li> <li>➢ Students from all campuses</li> <li>➢ Teachers and staff from all campuses</li> </ul> </li> <li>• Populations at risk</li> <li>• District PEIMS reports</li> <li>• Student attendance data</li> <li>• Referral percentages for students in Special Education</li> <li>• SAT/ACT data</li> <li>• Teacher retention data</li> </ul> |
| <i>Rona Balderas</i>       | <i>Gail Knight</i>    |   |
| <i>Jack Biggerstaff</i>    | <i>Susan Laswell</i>  |   |
| <i>Brenda Bledsoe</i>      | <i>Alice Madden</i>   |   |
| <i>Lori Bradley</i>        | <i>Barbara Martin</i> |   |
| <i>Mark Bulger</i>         | <i>Jackie McBroom</i> |   |
| <i>Rick Clements</i>       | <i>Joe Muñoz</i>      |   |
| <i>Valerie Foster</i>      | <i>Richard Payne</i>  |   |
| <i>Randy Freeman</i>       | <i>Vikki Reasor</i>   |   |
| <i>Melissa Giles</i>       | <i>Debbie Romines</i> |   |
| <i>Candace Hill</i>        | <i>Marjan Schram</i>  |   |

## Summary of Findings

| <b>Prioritized Areas of Concern</b>   |   |
|---|---|
| <b>Areas of Concern</b>   | <b>Data Source</b>                            |
| Hispanic students in the areas of Math, Science, Reading/ELA, Writing and Social Studies  | State Accountability (AEIS)                   |
| Special Education students in the areas of Math, Science, Reading/ELA, Writing and Social Studies   | State Accountability (AEIS)                   |
| Economically disadvantaged students in the areas of Math, Science, Reading/ELA, Writing and Social Studies  | State Accountability (AEIS)                   |
| Limited English Proficient students in the areas of Math, Science, Reading/ELA, Writing and Social Studies  | State Accountability (AEIS)                   |
| Curriculum guides to produce a guaranteed and viable curriculum to ensure that every student is receiving the same high-quality, TEKS-based instruction | Curriculum Management Audit                   |
| Instructional Staff and Professional Development  | District-wide professional development survey |

|   |   |
|---|---|
| Populations at Risk   | State Accountability (AEIS), AEIS-IT disaggregation                         |
| Percentage of students concerned about bullying in the district                                   | <b>Choose To Care</b> on-line drug survey                                   |
| Percentage of alcohol, tobacco, other drug use in the district                                    | <b>Choose To Care</b> on-line drug survey                                   |
| Need for school and community partnerships in continuing the improvement of Sanger ISD            | Conversations within the committee membership, parent and community surveys |
| Need for guidelines to provide an environment free from harassment for the students of Sanger ISD | Sanger ISD Board Policy FFH (LOCAL), student surveys                        |

## State Compensatory Education

The comprehensive, intensive, accelerated instruction program at Sanger ISD consists of before, during and after school tutorials for students at-risk, Content Mastery labs, access to computerized curriculum, and individual and small group counseling.

Total SCE funds allotted to Sanger ISD is approximately \$677,573.

Estimated 4.1 total FTEs funded through SCE at Sanger ISD.

Students are entered into the State Compensatory Education program for Sanger ISD when they meet one or more of the State of Texas student eligibility criteria or local criteria as enumerated on page ten of this document.

Students are exited from the State Compensatory Education program when, through an on-going evaluation process, it is determined they no longer meet the criteria for being at risk of dropping out of school. However, once a student is not advanced from one grade level to the next, the student remains at risk of dropping out of school and therefore continues to be served through the State Compensatory Education program.

At Sanger ISD, State Compensatory Funds are used to support Title I initiatives.

# State Compensatory Education Program Evaluation

Program Evaluation/Needs Assessment

Sanger Independent School District

Grade 3-12

|                             | <b>Mathematics</b><br>% Met Standard |      |      | <b>Reading/ELA</b><br>% Met Standard |      |      | <b>Writing</b><br>% Met Standard |      |      | <b>Science</b><br>% Met Standard |      |      | <b>Social Studies</b><br>% Met Standard |      |      |
|-----------------------------|--------------------------------------|------|------|--------------------------------------|------|------|----------------------------------|------|------|----------------------------------|------|------|---|------|------|
|                             | 2006                                 | 2007 | 2008 | 2006                                 | 2007 | 2008 | 2006                             | 2007 | 2008 | 2006                             | 2007 | 2008 | 2006                                    | 2007 | 2008 |
| <b>Total Students</b>       | 73%                                  | 73%  | 64%  | 84%                                  | 88%  | 79%  | 93%                              | 92%  | 81%  | 65%                              | 65%  | 67%  | 87%                                     | 89%  | 82%  |
| <b>Students At-Risk</b>     | 49%                                  | 49%  | 42%  | 31%                                  | 72%  | 66%  | 73%                              | 78%  | 62%  | 49%                              | 39%  | 47%  | 80%                                     | 80%  | 73%  |
| <b>Students not At-Risk</b> | 87%                                  | 89%  | 79%  | 92%                                  | 93%  | 88%  | 99%                              | 96%  | 87%  | 82%                              | 87%  | 82%  | 94%                                     | 98%  | 89%  |

## State Compensatory Education

### State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. was not advanced from one grade to the next for one or more school years
4. did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year 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.
5. is pregnant or is a parent.
6. has been placed in an AEP during the preceding or current school year.
7. has been expelled during the preceding or current school year.
8. is currently on parole, probation, deferred prosecution, or other conditional release.
9. was previously reported through PEIMS to have dropped out of school.
10. is a student of limited English proficiency.
11. is in the custody or care of Department of Protective Services (DPRS) or has, during the current school year, been referred to DPRS.
12. is homeless.
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.
- \*14. has an excessive number of discipline referrals.
- \*15. has a history of truancies.

\* Local criteria

## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

| <b>Program/Funding Source</b>                                 |
|---|
| <b>Federal Programs</b>                                       |
| Title 1, Part A   |
| Title II, Part A (TPTR)                                       |
| Title II, Part D (Technology)                                 |
| Title IV, Part A (Safe and Drug Free Schools and Communities) |
| Carl Perkins  |
| <b>State Programs/Funding Source</b>                          |
| Accelerated Reading/Mathematics Instruction Funds             |
| Career/Technology Education                                   |
| State Compensatory Education                                  |
| Dyslexia  |
| Gifted/Talented   |
| Special Education   |
| Bilingual/ESL Program   |

| <b>Local Programs/Funding Source</b>                               |
|--|
| TEXSHEP Grant  |
| Least Restrictive Environment Grant                                |
| Federal Education Assistance Grant for "At Risk" student counselor |
| Grants from Sanger Education Foundation                            |

## Texas Primary Reading Inventory (TPRI)

|                                    |               | 2007-2008 | 2006 -2007 | 2005 - 2006 |
|------------------------------------|---------------|-----------|------------|-------------|
| <b>Kindergarten</b>                | # assessments | 178       | 180        | 186         |
| <i>Task</i>                        |               |           |            |             |
| 1 – Rhyming                        |               | 71        | 50         | 77          |
| 2 – Blending Word Parts            |               | 65        | 61         | 70          |
| 3 – Blending Phonemes              |               | 60        | 60         | 66          |
| 4 – Detecting Initial Sounds       |               | 44        | 53         | 56          |
| 5 – Detecting Final Sounds         |               | 30        | 40         | 39          |
| 6 – Letter Name Identification     |               | 94        | 41         | 96          |
| 7 – Letter to Sound Linking        |               | 90        | 62         | 90          |
| Listening Comprehension            |               | 59        | 64         | 57          |
| % Developed                        |               | 95        | 92         | 90          |
|                                    |               |           |            |             |
| <b>First Grade</b>                 | # assessments | 194       | 195        | 146         |
| <i>Task</i>                        |               |           |            |             |
| 1 – Blending Word Parts            |               | 97        | 98         | 97          |
| 2 – Blending Phonemes              |               | 89        | 95         | 92          |
| 3 – Detecting Initial Sounds       |               | 62        | 68         | 53          |
| 4 – Detecting Final Sounds         |               | 58        | 66         | 50          |
| 5 – Initial Consonant Substitution |               | 98        | 99         | 97          |
| 6 – Final Consonant Substitution   |               | 97        | 99         | 98          |
| 7 – Medial Vowel Substitution      |               | 93        | 96         | 95          |
| 8 – Initial Blend Substitution     |               | 89        | 89         | 90          |
| 9 – Final Blend Substitution       |               | 86        | 87         | 86          |
| Fluency (>=60)                     |               | 55        | 52         | 49          |
| Reading Comprehension              |               | 72        | 82         | 80          |

## Texas Primary Reading Inventory (cont.)

|                                     | 2007-2008 | 2006-2007 | 2005-2006 |
|-------------------------------------|-----------|-----------|-----------|
| <b>Second Grade</b> # assessments   | 214       | 157       | 172       |
| <i>Task</i>                         |           |           |           |
| Graphophonemic Knowledge (Spelling) | 50        | 45        | n/a       |
| Read Story 5                        | 64        | 61        | n/a       |
| Read Story 4                        | 28        | 23        | n/a       |
| Read 4 & 5 (total)                  | 92        | 84        | n/a       |
| Fluency ( $\geq 90$ )               | 28        | 27        | 40        |
| Reading Comprehension (Developed)   | 68        | 62        | 85        |

## Performance Objectives of Sanger ISD



**Goal 1:** Sanger ISD will improve student achievement in all areas including all special student populations.

**Objective 1:** By May 2009, 75% of all students and each student group, including Special Education students tested will pass all portions of the state assessment. The District will meet AYP in every area measured.

**Goal 2:** Curriculum in Sanger ISD will be based on the Texas Essential Knowledge and Skills and taught in an engaging manner that aligns with the Texas Assessment of Knowledge and Skills.

**Objective 1:** By May 2009, 100% of core teachers will be provided curriculum based on the TEKS and trained in *Working on the Work* strategies to present engaging lessons that align with and support the TEKS.

**Goal 3:** In Sanger ISD, all students will be taught by highly qualified teachers and 100% of the highly qualified status of professional staff will be maintained.

**Objective 1:** Highly qualified teachers will teach 100% of all core classes and 100% of paraprofessionals assisting with student instruction will also be high qualified.

**Objective 2:** 100% of teachers will receive high quality professional development.

**Goal 4:** All students in the Sanger Independent School District will be educated in a safe, drug-free learning environment that promotes a healthy lifestyle including good nutrition and daily physical activity.

**Objective 1:** Schools will educate, encourage and support healthy eating for all students of all ages.

**Objective 2:** Schools will provide opportunities for students to regularly participate in physical activity and maintain physical fitness.

**Objective 3:** Investigate drug prevention programs for staff development and classrooms, Kindergarten through 12<sup>th</sup> grade.

**Objective 4:** SISD will ensure that a Date Violence Policy will be in place and implemented.

## **Performance Objectives of Sanger ISD (continued)**

**Goal 5: All Students in Sanger ISD will graduate from high school.**

**Objective 1:** By May 2008, a dropout rate of less than 1% for all students and all student groups will be maintained and a completion rate of 85% or greater will be achieved.

**Objective 2:** All at-risk students in Sanger ISD will be provided accelerated and/or compensatory services based on needs assessments.

**Goal 6: Encourage members of the community and school to partner in the continuing improvement of the educational system.**

**Objective 1:** Enhance communication among the community, parents, and schools.

**Goal 1:** Sanger ISD will improve student achievement in all areas including all special student populations.

**Objective 1:** By May 2009, 75% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment. The District will meet AYP in every area measured.

**Summative Evaluation:** 75% of all students pass all portions of the state tests, meet ARD expectations and the District will meet AYP.

| TAKS (Sum of All Grades Tested)<br>2005-2006 & 2006-2007 |              |     |     |     |     |     |         |     |      |        |
|--|--------------|-----|-----|-----|-----|-----|---------|-----|------|--------|
| Data 2005-06   | All Students | H   | W   | AA  | ED  | LEP | At Risk | SE  | Male | Female |
| %Met Standard  | 68%          | 58% | 70% | 55% | 58% | 26% | 39%     | 42% | 68%  | 69%    |
| Data 2006-2007   | All Students | H   | W   | AA  | ED  | LEP | At Risk | SE  | Male | Female |
| % Met Standard   | 68%          | 62% | 69% | 55% | 57% | 38% | 40%     | 50% | 69%  | 67%    |

| Activity/Strategy  | Person(s) Responsible  | Evaluation Timeline       | Implementation Timeline | Resources                      | Formative Evaluation          |
|--|------------------------|---------------------------|-------------------------|--------------------------------|-------------------------------|
| 1. Analyze and disaggregate TAKS data by subgroups and programs. | Counselors, Principals | October 2008              | Aug. 08 – May 09        | AEIS Report                    | TAKS scores                   |
| 2. Administer <i>TEKS Checks</i> to track student progress.      | Principals, Teachers   | After each administration | Oct. 08 – May 09        | WebCCAT, AEIS-IT, observations | TEKS Checks scores<br>AEIS-IT |

|  |  |   |                         |  |   |
|--|--|---|-------------------------|--|---|
| <p>3. Provide before, during and after school tutorials and Title I classes for at-risk ("TIER II and TIER III") students.</p> | <p>Principals, Teachers</p>  | <p>At the end of each grading period. Four weeks prior to each TAKS administration.</p> | <p>Aug. 08 - May 09</p> | <p>Federal Funds</p>                                     | <p>Grade reports, test scores, TEKS Checks, student feedback</p>          |
| <p>4. Continue to provide counseling to ensure students have support needed to succeed.</p>                                    | <p>Teachers, Principals, Counselors</p>                            | <p>Aug. 2008 - May 09</p>   | <p>Aug. 08- June 09</p> | <p>None</p>  | <p>Observation of students, teacher referrals and feedback</p>            |
| <p>5. Continue to ensure SISD teachers have ESL teaching endorsements.</p>   | <p>Principals, Counselors</p>                                      | <p>May 2009</p>   | <p>June 08 – May 09</p> | <p>TEA Website, ESC X, XI, Special Programs Director</p> | <p>Professional development records, student performance, test scores</p> |
| <p>6. Provide appropriate staff development focusing on special populations.</p>   | <p>Principals, Counselors, Teachers, Special Programs Director</p> | <p>May 2009</p>   | <p>June 08 – May 09</p> | <p>AEIS, TAKS reports</p>                                | <p>TAKS scores</p>  |

|   |  |          |                      |      |  |
|---|--|----------|----------------------|------|--|
| 7. Investigate district-wide development targeting relationship building between students and staff to improve student performance. | Assistant Superintendent, Principals, Teachers | May 2009 | June 2008 – May 2009 | TPTR | Grade reports, student performance, student feedback |
|---|--|----------|----------------------|------|--|

**Goal 2:** Curriculum in Sanger ISD will be based on the Texas Essential Knowledge and Skills and taught in an engaging manner that aligns with the Texas Assessment of Knowledge and Skills.

**Objective 1:** By May 2009, 100% of core teachers will be provided curriculum based on the TEKS and trained in *Working on the Work* strategies to present engaging lessons that align with and support the TEKS.

**Summative Evaluation:** TAKS scores for all student populations will increase as a result of closer alignment of curriculum, instruction, and assessment.

| TAKS Results all Students<br>2006-2007 AEIS Report |              |    |          |       |               |                   |                            |                            |
|--|--------------|----|----------|-------|---------------|-------------------|----------------------------|----------------------------|
|  | All Students | AA | Hispanic | White | Asian Pacific | Special Education | Economically Disadvantaged | Limited English Proficient |
| <b>Reading/ELA</b>                                 | 90%          | *  | 84%      | 92%   | *             | 75%               | 84%                        | 64%                        |
| <b>Math</b>  | 77%          | *  | 69%      | 79%   | *             | 62%               | 69%                        | 52%                        |
| <b>Writing</b>                                     | 92%          | *  | 87%      | 94%   | *             | 85%               | 88%                        | 55%                        |
| <b>Science</b>                                     | 64%          | *  | 41%      | 68%   | *             | 27%               | 43%                        | 11%                        |
| <b>Social Studies</b>                              | 88%          | *  | 81%      | 89%   | *             | 43%               | 78%                        | 67%                        |

| Activity/Strategy  | Person(s) Responsible                                    | Evaluation Timeline  | Implementation Timeline                  | Resources                              | Formative Evaluation  |
|--|--|----------------------|--|--|---|
| 1. SISD curriculum documents will be made available to all core content teachers and principals prior to the beginning of the 2008-2009 school year. | Curriculum staff   | October 2008         | 2008-2009 school year                    | Local and federal funds                | All core teachers and principals will have and use curriculum documents when planning lessons |
| 2. SISD's "guaranteed and viable" curriculum will be used by all core content teachers throughout the 2008-2009 school year.                         | Building principals, teachers and central administration | June 2009            | Fall and spring of 2008-2009 school year | Local funds                            | Lesson plans will be submitted as determined by the campus principal                          |
| 3. Teachers new to SISD will be trained in the Schlechty framework for designing engaging lessons.   | Curriculum staff<br>Schlechty trainers                   | June 2009            | Throughout the 2008-2009 school year     | Grant from Sanger Education Foundation | Certificates of training, walk through reports, lesson plans                                  |
| 3. Benchmark assessments will be administered each grading period for grades 3-12 to determine student progress.                                     | Teachers of Sanger I.S.D.                                | TEKS Checks calendar | Beginning Oct. 2008                      | Webccat program<br><br>Local funds     | TEKS Checks created by teachers throughout the school year                                    |

**Goal 3:** In Sanger ISD, all students will be taught by highly qualified teachers and 100% of the highly qualified status of professional staff will be maintained.

**Objective 1:** Highly qualified teachers will teach 100% of all core classes and 100% of paraprofessionals assisting with student instruction will also be high qualified.

**Summative Evaluation:** 100% of the core classes will be taught by Highly Qualified teachers and all paraprofessionals in Sanger ISD will be highly qualified.

|                |   |                             |                                      |
|----------------|---|-----------------------------|--------------------------------------|
| Data 2007-2008 | % Classes taught by Highly Qualified Teachers | % Highly Qualified Teachers | % Highly Qualified Paraprofessionals |
|                | 100%  | 100%                        | 100%                                 |

| Activity/Strategy   | Person(s) Responsible                    | Evaluation Timeline                 | Implementation Timeline            | Resources     | Formative Evaluation                           |
|---|--|-------------------------------------|------------------------------------|---------------|--|
| 1. Newly hired teachers for the 2008-2009 school year must provide documentation to verify their highly qualified status. | Newly hired teacher and campus principal | Prior to signing 2008-2009 contract | Beginning of 2008-2009 school year | None required | Copy of required documentation must be on file |

**Objective 2:** 100% of teachers will receive high quality professional development.

**Summative Evaluation:** All teachers have attended high quality professional development.

| Activity/Strategy  | Person(s) Responsible                                  | Evaluation Timeline   | Implementation Timeline  | Resources                     | Formative Evaluation  |
|--|--|---|--|-------------------------------|---|
| 1. The District Leadership Team will evaluate the results of a district-wide staff development survey conducted in March, 2008 to set district-wide staff development priorities.  | District Leadership Team                               | By the beginning of the 2008-2009 school year                         | Sanger ISD Professional Development will be in place for the 2008-2009 school year | None                          | All staff development documentation is maintained at the campus level   |
| 2. In accordance with SISD Board Policy DMA (LEGAL), " <i>Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.</i> " | Building principals, each Campus Improvement Committee | Staff development plans for the year should be in place by Sept. 2008 | Aug. 2008 – May 2009   | Local funds, Title II, Part A | All staff development documentation is maintained at the campus level. Teachers are responsible to keep records of all of their individual training |

**Goal 4:** All students in the Sanger Independent School District will be educated in a safe, drug-free learning environment that promotes a healthy lifestyle including good nutrition and daily physical activity.

**Objective 1:** Schools will educate, encourage and support healthy eating for all students of all ages.

**Summative Evaluation:** Good nutrition and physical activity for all students will be documented through cafeteria menus and physical education curriculum.

| Activity/Strategy  | Person(s) Responsible   | Evaluation Timeline | Implementation Timeline | Resources                          | Formative Evaluation                                |
|--|---|---------------------|-------------------------|------------------------------------|---|
| 1. Schools will promote fruits, vegetables, whole grains, low fat and fat-free dairy, healthy food preparation and health enhancing nutrition practices.   | Sanger Health Advisory Council, teachers, cafeteria employees | May 2008            | August 2008-May 2009    | Sanger ISD student welfare policy  | Lessons plans, documented activities with cafeteria |
| 2. Nutrition education will be part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social studies and elective subjects. | Classroom teachers, Campus principals                         | May 2008            | August 2008-May 2009    | Board approved district curriculum | Lessons plans                                       |

**Objective 2:** Schools will provide opportunities for students to regularly participate in physical activity and maintain physical fitness.

**Summative Evaluation:** Student awareness of physical fitness will increase.

| Activity/Strategy  | Person(s) Responsible                 | Evaluation Timeline | Implementation Timeline | Resources                   | Formative Evaluation    |
|--|---------------------------------------|---------------------|-------------------------|-----------------------------|-------------------------|
| 1. Schools will implement physical activities from adopted curricula.  | Classroom teachers, Campus principals | May 2009            | August 2008– May 2009   | TEKS for Physical Education | Lesson plans            |
| 2. Children should have several opportunities for physical activity, lasting 15 minutes or more approximately every two hours.   | Classroom teachers, Campus principals | May 2009            | August 2008 – May 2009  | None                        | None                    |
| 3. Wellness for families will be promoted at school activities such as <i>Meetings with Mom, Dates with Dad, and Dads and Kids Playday</i> and through the school newsletters. | Parent Liaison                        | May 2009            | August 2008 – May 2009  | Community funds             | Increased participation |

**Objective 3:** Investigate drug prevention programs for staff development and classrooms, Kindergarten through 12<sup>th</sup> grade.

**Summative Evaluation:** A drug prevention program (K-12) will be implemented in the school year 2008-2009.

| Activity/Strategy  | Person(s) Responsible                  | Evaluation Timeline | Implementation Timeline | Resources                             | Formative Evaluation  |
|--|--|---------------------|-------------------------|---------------------------------------|---|
| 1. Investigate different drug prevention programs that focus on staff development and programs for students. | Sanger Health Advisory Council members | May 2009            | August 2008             | A variety of drug prevention programs | A drug prevention program (K-12) to be implemented in the school year 2008-2009 |

**Objective 4:** SISD will ensure that a Date Violence Policy will be in place and implemented.

**Summative Evaluation:** Date Violence Report to School Board

| Activity/Strategy   | Person(s) Responsible                                 | Evaluation Timeline          | Implementation Timeline | Resources  | Formative Evaluation               |
|---|---|------------------------------|-------------------------|--|------------------------------------|
| 1. Provide Date Violence Training for Administrators, Counselors, and Teachers.           | Principals, Counselors                                | To be completed by Dec. 2008 | Aug. 2008 – Dec. 2008   | American Bar Association materials, <a href="http://healthyteendating.org">healthyteendating.org</a> materials | Evidence of training documentation |
| 2. Provide Date Violence Training for students during their regular schedule.             | Principals, Counselors                                | Jan. 2009 – May 2009         | Jan. 2009 – May 2009    | American Bar Association materials, <a href="http://healthyteendating.org">healthyteendating.org</a> materials | Lesson Plans                       |
| 3. The district will promote National Teen Dating Violence Awareness and Prevention week. | Central Office Administration, Principals, Counselors | Jan. 2009 – Feb. 2009        | Jan. 2009 – Feb. 2009   | American Bar Association materials, <a href="http://healthyteendating.org">healthyteendating.org</a> materials | Newsletters, announcements         |

**Goal 5: All Students in Sanger ISD will graduate from high school.**

**Objective 1:** By May 2008, a dropout rate of less than 1% for all students and all student groups will be maintained and a completion rate of 85% or greater will be achieved.

**Summative Evaluation:** Sanger ISD will maintain a dropout rate of less than 1% and a completion rate of at least 85%.

| Data 2004-05   | All Students | H    | W    | AA | ED   | Migrant | LEP  | Spec. Ed. | GT | Male | Female |
|----------------|--------------|------|------|----|------|---------|------|-----------|----|------|--------|
| Dropout Report | 0.3%         | 0.0% | 0.3% | 0% | 0.7% | NA      | 0.0% | 0.6%      | NA | 0.2% | 0.4%   |

| Activity/Strategy  | Person(s) Responsible  | Evaluation Timeline                                 | Implementation Timeline | Resources              | Formative Evaluation                    |
|--|--|---|-------------------------|------------------------|---|
| 1. Monitor students at-risk of not completing graduation requirements. | Director of Special Programs<br>Campus Counselors<br>Student Support Teams | At the end of each six or nine Weeks grading period | August 2007 – May 2008  | PEIMS and Skyward Data | AEIS Report and Skyward failure reports |

**Objective 2:** All at-risk students in Sanger ISD will be provided accelerated and/or compensatory services based on needs assessments.

**Summative Evaluation:** PEIMS data and AEIS data showing students success; all campuses in Sanger ISD will include plans to attain this goal in their 2008-2009 campus improvement plans.

| Activity/Strategy  | Person(s) Responsible  | Evaluation Timeline               | Implementation Timeline | Resources  | Formative Evaluation  |
|--|--|-----------------------------------|-------------------------|--|---|
| 1. 50% of all core subject teachers will add an ESL certification to their current certificate.  | Special Programs Director<br>Principals                          | December 2008                     | August 2008 – May 2009  | Title II, Part A                                     | Documentation of teachers receiving their ESL certification   |
| 2. Continue to monitor and offer interventions, including after-school tutoring, to students at-risk.  | Special Programs Director<br>Principals<br>Student Support Teams | At the end of each grading period | August 2008 – May 2009  | Local funds, Title I, Part A                         | Skyward Failure Reports   |
| 3. Provide professional development opportunities for teachers to create engaging lessons for all students that include accommodations for students at-risk. | Special Programs Director<br>Asst. Superintendent<br>Principals  | December 2008                     | August 2008 – July 2009 | Title I, Part A<br>Sanger Education Foundation Grant | Certificates of Completion;<br>Rosters documenting attendance of Professional Development Opportunities |

**Goal 6: Encourage members of the community and school to partner in the continuing improvement of the educational system.**

**Objective 1:** Enhance communication among the community, parents, and schools.

**Summative Evaluation:** Completion of all activities and obtain feedback from school staff, parents, and community members.

| Activity/Strategy  | Person(s) Responsible                      | Evaluation Timeline | Implementation Timeline  | Resources   | Formative Evaluation  |
|--|--|---------------------|--|---|---|
| 1. Curriculum and campus expectation evenings held at all SISD campuses. | Principal, campus teachers                 | October, 2008       | Monday or Tuesday, prior to Sept. 18, not to overlap campuses    | Suggestions from District Leadership parent committee and campus parent involvement committee | Evaluation form, provided by District Parent Involvement committee, at event to be turned in that evening |
| 2. Campus newsletters will be included in all report cards.              | Principal or staff designated by principal | May, 2008           | Each grading period beginning with the first of the school year. | Input from staff;<br>Concise dates and times of upcoming events and campus activities         | Review of each issue  |

|   |  |                 |                                 |   |  |
|---|--|-----------------|---------------------------------|---|--|
| 3. Campus websites will be utilized and updated weekly/monthly.                                 | Principal or staff designated by principal                         | September, 2008 | Beginning of school year        | District technology training on maintaining website     | Viewing of website   |
| 4. Research District information booklet to be published on a yearly basis.                     | Central Administration Office Personnel, teacher/parent volunteers | May, 2009       | September 2008 – September 2009 | District and campus information, district policies      | Brochure is published  |
| 5. A Parent Involvement Committee formed yearly on every campus.                                | Principal  | Oct., 2008      | Oct. 2008 – May 2009            | Community parents                                       | Follow-through of district activities. Parent Involvement Committees formed on 2 of 5 campuses |
| 6. Continuation of current parent involvement initiatives with the SISD Family Resource Center. | Parent or community representation, Parent Liaison                 | May, 2009       | Throughout the school year.     | Community input and support both physical and financial | Documentation of number of students served   |

## 2007-2008 State Compensatory Education Expenditures

|          |                            |         |        |           |
|----------|----------------------------|---------|--------|-----------|
| SHS      | TAKS Coordinator Stipend   | 500     | PIC 24 | SCE       |
| Dist     | Saturday School Salaries   | 5,792   | PIC 24 | SCE       |
| SHS      | Teachers                   | 28,507  | PIC 24 | SCE       |
| LTHS     | Teachers                   | 57,813  | PIC 24 | SCE       |
| CTE      | Teachers                   | 27,664  | PIC 24 | SCE       |
| LTHS     | Counselor                  | 69,094  | PIC 24 | SCE       |
| SHS      | Accel Ed Supplies/Matls    | 2,000   | PIC 24 | SCE       |
| SMS      | Accel Ed Supplies/Matls    | 581     | PIC 24 | SCE       |
| CCI      | Accel Ed Supplies/Matls    | 1,150   | PIC 24 | SCE       |
| CTE      | Accel Ed Supplies/Matls    | 1,358   | PIC 24 | SCE       |
| SHS      | PALS Prog Supplies/Matls   | 689     | PIC 24 | SCE       |
| CCI      | Dyslexia Supplies/Matls    | 600     | PIC 24 | SCE       |
| CTE      | Parenting Classes          | 1,191   | PIC 24 | SCE       |
| CTE/Dist | Reading Recovery Prog      | 18,375  | PIC 24 | SCE       |
| CTE      | Accel Ed Staff Development | 522     | PIC 24 | SCE       |
| Dist     | JJAEP Student Tuition      | 12,816  | PIC 24 | SCE       |
| Dist     | Parent Liaison             | 19,747  | PIC 24 | SCE       |
| PIC 24   | Sub Total                  | 248,399 |        |           |
|          |                            |         |        |           |
| LTHS     | Teachers, Paras, Subs      | 89,874  | PIC 26 | AEP Basic |
| LTHS     | Copier Rental              | 2,307   | PIC 26 | AEP Basic |
| LTHS     | Supplies/Matls             | 4,948   | PIC 26 | AEP Basic |
| LTHS     | Reading Matls              | 614     | PIC 26 | AEP Basic |
| LTHS     | Staff Development          | 817     | PIC 26 | AEP Basic |
| LTHS     | Testing Matls              | 480     | PIC 26 | AEP Basic |
| PIC 26   | Sub Total                  | 99,040  |        |           |

|  |                 |         |          |            |
|--|-----------------|---------|----------|------------|
| PIC 27                                 | Supplies/Matls  | 1,293   | PIC 27   | AEP Splmt  |
| LTHS                                   | Teachers, Paras | 85,015  | PIC 28   | DAEP Basic |
| LTHS                                   | Copier Rental   | 1,415   | PIC 28   | DAEP Basic |
| LTHS                                   | Supplies/Matls  | 5,222   | PIC 28   | DAEP Basic |
| LTHS                                   | Reading Matls   | 636     | PIC 28   | DAEP Basic |
| PIC 28                                 | Sub Total       | 92,288  |          |            |
| PIC 29                                 | Supplies/Matls  | 1,205   | PIC 29   | DAEP Splmt |
| Grand Total PIC(s) 24-26-27-28-29      |                 | 442,225 |          |            |
| TEA 9/12/08 Near Final SOF Block Grant |                 |         | 677,573  |            |
| 85% Mandated Expenditure Amount        |                 |         | 575,937  |            |
| 2007-2008 Variance (85% less Actual)   |                 |         | -133,712 |            |