

Sabine Pass ISD 2020-2021

District Improvement Plan

2020-2021 School Year

Committee Members - Planning and Decision Making

N a m e	T i t l e	C a m p u s / D i s t r i c t	T e r m E n d s
Bates, Andy	Principal	Sabine Pass ISD	8-2019
Gragg, Troy	Principal	Sabine Pass ISD	8-2019
Creel, Karen	Teacher	Sabine Pass ISD	8-2019
Deslatte, Ashleigh	Counselor	Sabine Pass ISD	8-2019
Thibodeaux, Jason	Teacher	Sabine Pass ISD	8-2019
Singleton, Anne	Teacher	Sabine Pass ISD	8-2019
Rodriguez, Alicia	Parent	Sabine Pass ISD	8-2019
Blood, Kirk	Community Representative	Sabine Pass ISD	8-2019
Blood, Tammie	Business Representative	Sabine Pass ISD	8-2019

Names of People Responsible For Implementation

N a m e	T i t l e	C a m p u s / D i s t r i c t
Heid, Kristi	Superintendent	Sabine Pass ISD
Bates, Andy	HS Principal	Sabine Pass ISD
Gragg, Troy	ES/JH Principal	Sabine Pass ISD
Finn, Kathleen	Vice Principal	Sabine Pass ISD
Simmons, Mark	Director of Technology	Sabine Pass ISD
Hagedorn, Scott	Director of Instructional Technology	Sabine Pass ISD
Ray, Scottie	Administrative Assistant	Sabine Pass ISD
Rector, Brette	Administrative Assistant	Sabine Pass ISD
Heid, Kristi	504 Coordinator	Sabine Pass ISD
Hurtado, Randa	Diagnostician	Sabine Pass ISD
Hurtado, Randa	Special Education Coordinator	Sabine Pass ISD
Blanton, Duyen	Business Manager	Sabine Pass ISD
Almond, Jessica	Media Resource Specialist	Sabine Pass ISD
Bates, Andy	UIL Coordinator	Sabine Pass ISD
Harvey, Isabel	Dual Credit Facilitator	Sabine Pass ISD
Peltier, Belinda	Accounts Payable	Sabine Pass ISD
Harvey, Isabel	Counselor	Sabine Pass ISD
Deslatte, Ashleigh	Counselor	Sabine Pass ISD
Chadwick, Daneen	Interventionist	Sabine Pass ISD
Fairchild, Paula	School Nurse	Sabine Pass ISD
Richards, Mandy	PK Teacher	Sabine Pass ISD
Rodriguez, Andrea	Kindergarten Teacher	Sabine Pass ISD
Singleton, Anne	1st Grade Teacher	Sabine Pass ISD
Floyd, Mindy	3rd - 5th Grade Teacher	Sabine Pass ISD

Names of People Responsible For Implementation

N a m e	T i t l e	C a m p u s / D i s t r i c t
Berg, Chelsea	3rd - 5th Grade Teacher	Sabine Pass ISD
Picou, Christel	3rd - 5th Grade Teacher	Sabine Pass ISD
Allen, Melodie	3rd - 5th Grade Teacher	Sabine Pass ISD
Almond, Cody	6th - 8th Grade Teacher	Sabine Pass ISD
DeFrancis, Zachary	6th - 8th Grade Teacher	Sabine Pass ISD
Kight, Brittany	6th - 8th Grade Teacher	Sabine Pass ISD
Greenway, Adrienne	6th - 8th Grade Teacher	Sabine Pass ISD
Stewart, Christian	6th - 8th Grade Teacher	Sabine Pass ISD
Crockett, Magen	6th - 8th Grade Teacher	Sabine Pass ISD
Mistry, Sharon	High School Teacher	Sabine Pass ISD
Myers, Andie	High School Teacher	Sabine Pass ISD
DeBlanc, Will	High School Teacher	Sabine Pass ISD
Creel, Karen	Life Skills Teacher	Sabine Pass ISD
Cox, Debbie	PK Aide	Sabine Pass ISD
Laird, Lisa	Instructional Aide	Sabine Pass ISD
Escareno, Lauren	Instructional Aide	Sabine Pass ISD
Adams, Amanda	Instructional Aide	Sabine Pass ISD
Moore, Hailey	Instructional Aide	Sabine Pass ISD
Rodriguez, Alicia	Day Care Aide	Sabine Pass ISD
Henderson, Hope	Science Teacher	Sabine Pass ISD
Gregory, Larry	Math/Science Teacher	Sabine Pass ISD
Bryan, Chad	Math Teacher	Sabine Pass ISD
Bates, Kelsey	Social Studies Teacher	Sabine Pass ISD
Hodge, Mark	Social Studies Teacher	Sabine Pass ISD

Names of People Responsible For Implementation

N a m e	T i t l e	C a m p u s / D i s t r i c t
Thompson, Terri	Fine Arts Teacher	Sabine Pass ISD
Rector, Chris	Theatre/Journalism Teacher	Sabine Pass ISD
Thibodeaux, Jason	Athletic Director	Sabine Pass ISD
Cropper, Sarah	PE Coach	Sabine Pass ISD
Thibodeaux, Jason	PE Coach	Sabine Pass ISD
Laird, Elmer	Career & Technology Teacher	Sabine Pass ISD
Laird, Elmer	Coach	Sabine Pass ISD
Hagedorn, Scott	Career & Technology Teacher	Sabine Pass ISD
Daniels, Julie	Career & Technology Teacher	Sabine Pass ISD
Perkins, Belinda	Career & Technology Teacher	Sabine Pass ISD
Myers, Aaron	Career & Technology Teacher	Sabine Pass ISD

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

	2018	2019	2020	2021	2022	2023
All Students	76.00	83.00	88.00	92.00	96.00	100.00
African American	0.00	86.00	90.00	93.33	96.67	100.00
Economically Disadvantaged	81.00	79.00	86.00	90.67	95.33	100.00
Hispanic	0.00	100.00	100.00	100.00	100.00	100.00
White	0.00	65.00	76.00	84.00	92.00	100.00

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

STAAR Science

100%

	2018	2019	2020	2021	2022	2023
All Students	93.00	86.00	90.00	93.33	96.67	100.00
African American	0.00	84.00	89.00	92.67	96.33	100.00
Economically Disadvantaged	95.00	84.00	89.00	92.67	96.33	100.00
English Learners	0.00	50.00	66.00	77.33	88.67	100.00
Hispanic	100.00	90.00	93.00	95.33	97.67	100.00
White	89.00	83.00	88.00	92.00	96.00	100.00

Grade: **3rd-12th**

All Subjects

100%

STAAR

	2018	2019	2020	2021	2022	2023
All Students	90.00	91.00	94.00	96.00	98.00	100.00
African American	93.00	91.00	94.00	96.00	98.00	100.00
Asian	92.00	92.00	94.00	96.00	98.00	100.00
Economically Disadvantaged	90.00	91.00	94.00	96.00	98.00	100.00
English Learners	97.00	85.00	90.00	93.33	96.67	100.00
Hispanic	96.00	95.00	96.00	97.33	98.67	100.00
Special Education	0.00	29.00	52.00	68.00	84.00	100.00
Two or More Races	0.00	100.00	100.00	100.00	100.00	100.00
White	82.00	85.00	90.00	93.33	96.67	100.00

Grade: **3rd-12th**

STAAR Mathematics

100%

	2018	2019	2020	2021	2022	2023
All Students	90.00	89.00	92.00	94.67	97.33	100.00
African American	95.00	86.00	90.00	93.33	96.67	100.00
Economically Disadvantaged	89.00	90.00	93.00	95.33	97.67	100.00
English Learners	0.00	100.00	100.00	100.00	100.00	100.00
Hispanic	96.00	95.00	96.00	97.33	98.67	100.00
Special Education	0.00	40.00	60.00	73.33	86.67	100.00
White	80.00	84.00	89.00	92.67	96.33	100.00

Grade: **3rd-12th**

STAAR Reading

100%

STAAR

	2018	2019	2020	2021	2022	2023
All Students	91.00	95.00	96.00	97.33	98.67	100.00
African American	93.00	96.00	97.00	98.00	99.00	100.00
Asian	100.00	0.00	100.00	100.00	100.00	100.00
Economically Disadvantaged	90.00	96.00	97.00	98.00	99.00	100.00
English Learners	0.00	100.00	100.00	100.00	100.00	100.00
Hispanic	96.00	98.00	98.00	98.67	99.33	100.00
Special Education	0.00	40.00	60.00	73.33	86.67	100.00
White	85.00	89.00	92.00	94.67	97.33	100.00

Grade: **8th-12th**

STAAR Social Studies

100%

	2018	2019	2020	2021	2022	2023
All Students	95.00	93.00	95.00	96.67	98.33	100.00
African American	0.00	100.00	100.00	100.00	100.00	100.00
Economically Disadvantaged	98.00	91.00	94.00	96.00	98.00	100.00
Hispanic	100.00	88.00	92.00	94.67	97.33	100.00
White	90.00	95.00	96.00	97.33	98.67	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:

379

State Accountability Standard:

2020 State Accountability Rating:

Not Rated: Declared State of Disaster

2019 State Accountability Rating:

Overall Accountability Rating: A

- Student Achievement Rating: A
- School Progress Rating: A
- Academic Growth Rating: C
- Relative Performance Rating: A
- Closing the Gaps Rating: B

*** Distinction Designations:**

- Academic Achievement in ELA/Reading

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- Academic Achievement in Science
- Academic Achievement in Social Studies
- Postsecondary Readiness
- Comparative Closing the Gaps

Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment Process

The district gathers information from the appropriate representatives (i.e., administrators, faculty, staff, students/parents, etc.) each semester. This information addresses the strengths and weaknesses throughout the school. Our committees will meet to address the needs to better equip our stakeholders at Sabine Pass ISD.

Areas of Concern:

1. Demographics

- a. Committee/Person Responsible: Principals review monthly.
- b. Data Sources Reviewed:
 - * Enrollment
 - * Daily attendance
 - * Mobility/Stability
 - * Socioeconomic status
 - * Special Program Participation
- c. Summary of Strengths:
 - * Evenly diverse school district
- d. Summary of Weaknesses/Needs:
 - * Increase of demographic awareness among students and staff
- e. Priorities:
 - * In-service/Professional Development for faculty and staff
 - * Demographic-based student involvement
- f. Possible Actions:
 - * Student Cultural Awareness program

2. Parent and Community Involvement

- a. Committee/Person Responsible: Principals review monthly.
- b. Data Sources Reviewed:
 - * Volunteering opportunities and activities
 - * Frequency of information disseminated
 - * Involvement of parents and community in school decisions
 - * Types of community partnerships
 - * Parent training workshops
 - * Health services
- c. Summary of Strengths:

- * Community involvement with our local businesses
- * Community projects with faculty, staff, parents, and students

d. Summary of Needs:

- * Travel distance for parents create an issue with parent involvement

e. Priorities:

- * Utilize school vehicles (i.e., buses) when appropriate for transportation
- * Parent/Student volunteer programs

f. Possible Actions:

- * Technology awareness for parents to make communication simpler and faster

3. Student Achievement, Curriculum, Instruction, and Assessment

a. Committee/Person Responsible: Principals review monthly.

b. Data Sources Reviewed:

- * Academic performance
- * Report card grades, student work, benchmarks, STAAR tests
- * Post secondary
 - * Number/percent of students attending/completing post secondary schools and students accepted in the armed forces
- * Instructional programs/activities
 - * Monitor, evaluate, and modify programs, and maximize student engagement and learning
- * Instructional materials
 - * Amount/quality of textbooks, and supplemental resources
- * Support personnel

c. Summary of Strengths:

- * Small class size
- * Six weeks testing/benchmarks/mock testing
- * One-on-one technology

d. Summary of Needs:

- * Technology-based instruction
- * Student-centered instruction
- * Technology-related professional development

e. Priorities:

- * Professional development for teachers
- * Small group, specialized instruction with campus colleagues (i.e. technology director)

f. Possible Actions:

- * Administrative monitoring of technology use
- * More frequent formal observation/walkthroughs

4. Staff Quality, Professional Development, Recruitment, and Retention

- a. Committee/Person Responsible: Principals review monthly.
- b. Data Sources Reviewed:
 - * Highly effective status and personnel
 - * Number of staff specialists and counselors
 - * Professional development opportunities and resources
 - * Staff demographics
 - * School administrator
 - * Number of administrators and experience
 - * Recruitment and retention strategies
- c. Summary of Strengths:
 - * Entire faculty/staff highly effective
 - * Resources allow the teachers to obtain quality professional development opportunities
 - * Retention of high quality staff
- d. Summary of Needs:
 - * Staff demographics
 - * Recruitment/retention
- e. Priorities:
 - * Recruitment opportunities
 - * Staff demographics
 - * Retention
- f. Possible Actions:
 - * Various job fairs
 - * Seek out more diverse applicants
 - * Retention benefits

5. Technology

- a. Committee/Person Responsible: Technology Director reviews monthly.
- b. Data Sources Reviewed:
 - * Amount, quality, and availability of equipment, software, etc.
 - * Extent to which teachers integrate technology into instruction
 - * Type of computer systems available
 - * Up-to-date/out-of-date hardware and software
 - * Barriers preventing effective use of technology
 - * Technology professional development opportunities
- c. Summary of Strengths:
 - * 1:1 Chromebooks for 6-12 grades

- * iPad carts for Elementary
- * Multiple 3D printers

d. Summary of Weaknesses/Needs:

- * More professional development of faculty using the technology more efficiently
- * Teaching students how to effectively utilize the Chromebooks in the classroom

e. Priorities:

- * Faculty development
- * Student development
- * Technology observations in classrooms

f. Possible Actions:

- * In-service training
- * Tutorials for students

6. School Context, Organization, Culture, and Climate

a. Committee/Person Responsible: Principals review monthly.

b. Data Sources Reviewed:

- * Average class size
- * School climate
- * Quality of student-teacher relationships, student attitudes toward school, and teacher job satisfaction
- * Student discipline and behaviors
- * Discipline referrals, suspensions, expulsions, attendance, and tardiness
- * Extracurricular activities and clubs
- * Classroom management and organization
- * Students', teachers', parents', and community perceptions of the school
- * Surveys and meetings

c. Summary of Strengths:

- * Our various options for extracurricular activities provide a range of options for all students
- * Student led events provide a sense of purpose for all our students
- * High percentage of student participation in at least one extracurricular activity
- * High faculty/staff involvement in areas other than the classroom

d. Summary of Needs:

- * Many transfer students so we have to work a little harder to build the new relationships each year
- * Parent participation
- * Inclusion of elementary campus in various afterschool programs

e. Priorities:

- * Parent participation
- * Transfer adaptation to the school climate
- * Elementary afterschool activities

f. Possible Actions:

- * Percent buy-in in meeting/activities
- * Student activities that target new student involvement
- * Schedule more parent meetings to emphasize activities and events
- * Elementary involved activities in various realms throughout school

Demographics

2017-2018 Enrollment:

8 – Early Childhood (4 years old)
11 – Prekindergarten
18 – Kindergarten
15 – First Grade
18 – Second Grade
25 – Third Grade
24 – Fourth Grade
23 – Fifth Grade
28 – Sixth Grade
36 – Seventh Grade
28 – Eighth Grade
38 – Ninth Grade
36 – Tenth Grade
35 – Eleventh Grade
28 – Twelfth Grade

2017-2018 Ethnic Distribution:

82 (22.1%) – African American
134 (36.1%) – Hispanic
146 (39.4%) – White
0 (0.0%) – American Indian
5 (1.3%) – Asian
0 (0.0%) – Pacific Islander
4 (1.1%) – Two or More Races

2017-2018 Student Groups:

259 (69.8%) – Economically Disadvantaged
4 (1.1%) – English Language Learners
2 (0.5%) – Students with Disciplinary Placements
174 (46.9%) – Students Meeting "At-Risk" Criteria

2017-2018 Students per Teacher:

18.0 – Kindergarten
15.0 – Grade 1

18.0 – Grade 2
25.0 – Grade 3
24.0 – Grade 4
23.0 – Grade 5
14.0 – Grade 6

14.9 – English/Language Arts
15.2 – Foreign Language
13.9 – Mathematics
16.3 – Science
12.9 – Social Studies

2017-2018 Student Enrollment by Program:

2 (0.5%) – Bilingual/ESL
136 (36.7%) – Career and Technical Education
13 (3.5%) – Gifted and Talented
8 (2.2%) – Special Education

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/2018) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
 - c. Barriers for educators, students and parents.
2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs. (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy
 - b. Shared Responsibilities for High Student Academic Achievement
 - c. Building capacity for Involvement

Federal Requirements - Schoolwide Program Elements

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

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).
 - Goal #2: District/Campus Performance Objectives Strategy
 - Goal #2: Basic Federal and State Mandated Testing Program Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #6: Technology Needs Assessment Strategy
2. Prepare a comprehensive Schoolwide Plan and Activities (SWP CIP).
 - Goal #2: Early Intervention Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
 - Goal #4: College Preparation Strategy
 - Goal #4: Career and Technical Education Strategy
 - Goal #5: Professional Development Program Strategy
 - Goal #7: Safe Schools Initiatives Strategy
 - Goal #7: Counseling Responsive Services Strategy
3. Conduct Parent Outreach (SWP SPFE).
 - Goal #1: Parent and Family Engagement Strategy
 - Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
 - Goal #1: Building Capacity for Involvement Strategy

Needs Assessment Summary

Sabine Pass ISD received a State Accountability Rating of Not Rated: Declared State of Disaster for 2020 to recognize that the closure of schools, in response to the COVID-19 pandemic, during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

Sabine Pass ISD received a State Accountability Rating of A from TEA in 2019.

Student Strengths and Needs:

Reading: 95% of All students met the standard in Reading. Passing rates for other groups ranged from 100% for English Learners to 40% for Special Education students.

Math: 89% of All Students met the passing standard in Math. Passing rates for other groups ranged from 100% for English Learners to 40% for Special Education students.

Writing: Students in grades four and seven took the STAAR Writing test. 83% of All Students met the passing standard in Writing. Passing rates for other groups ranged from 100% for Hispanic students to 65% for White students.

Science: Students in grades five and eight through twelve took the STAAR Science test. 86% of All Students met the passing standard in Science. Passing rates for other groups ranged from 90% for Hispanic students to 50% for English Learners.

Social Studies: Students in grades eight through twelve took the STAAR Social Studies test. 93% of All Students met the passing standard in Social Studies. Passing rates for other groups ranged from 100% for African American students to 88% for Hispanic students.

Interventions:

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

- A Prekindergarten Program is in place for students meeting the State-adopted At-Risk criteria.
- Tutorials for core subjects are available to all grades Prekindergarten through twelve who are identified as being at-risk of dropping out of school.
- STAAR Acceleration programs for students 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.
- At-Risk Instructional services are provided for students in grades K - 12.

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 decreased slightly from 97.0% in 2016-2017 to 95.7% in 2017-2018. The District has several activities and incentives in place that are designed to increase student attendance.

Dropout Rate:

The 2017-2018 dropout rates for ninth through twelfth grade students was at 0.0%. Several programs, including parental involvement activities and counseling programs are in place to ensure the campus maintains the 0% dropout rate.

Goal: 1 **Parents and community members will be full partners with educators in the education of Sabine Pass ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]**

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>

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Goal: 1 Parents and community members will be full partners with educators in the education of Sabine Pass ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
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.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Sabine Pass ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy will be available on the campus, on the website, and at parent meetings. It is distributed in English and Spanish as needed.</p>	7/2020 - 6/2021	Superintendent - Kristi Heid HS Principal - Andy Bates ES/JH Principal - Troy Gragg	Local Funds - Communication Vehicles		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Document :Parent Involvement Records - 05/21: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Goal: 1 Parents and community members will be full partners with educators in the education of Sabine Pass ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
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.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Stakeholders are notified through the Sabine Pass ISD website, District Calendar, local radio, television, monthly newsletter, PTO meetings, conferences, seminars, school visits and letters sent home in English and Spanish.</p> <p>The district will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs. 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> <p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences.</p>	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	Coordinated Funds - Time Contributions of Parents, Community Members and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Document :Parent Involvement Records - 06/21: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

Goal: 1 Parents and community members will be full partners with educators in the education of Sabine Pass ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
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.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
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.	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	Coordinated Funds - Time Contributions of Staff and Faculty	Document :Parent Contact Log - - 12/20: 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 - - 05/21: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.
Activity: Parent and Community Support Organizations - A variety of parent and community school support organizations are available in which parents and community members may become active stakeholders in the educational system of Sabine Pass ISD. The events and programs include: * Meet the Teacher Night * Fall Open House * Volunteer Program	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	State and Local Funds - Time Contributions of Community and Staff	Document :Parent Involvement Records - - 12/20: Increase in the participation of parents and community members in the educational system of Sabine Pass ISD.	Parents as full partners in the education of Sabine Pass ISD students.	Document :Parent Involvement Records - - 05/21: Increase in the participation of parents and community members in the educational system of Sabine Pass ISD.

Goal: 1 Parents and community members will be full partners with educators in the education of Sabine Pass ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
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.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options. 	8/2020 - 7/2021	Superintendent - Kristi Heid HS Principal - Andy Bates ES/JH Principal - Troy Gragg	State and Local Funds - Time Contributions of Parents, Staff and Community Members		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Document :Parent Involvement Records - 05/21: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

District Improvement Plan
Sabine Pass ISD 2020-2021

Goal: 1 Parents and community members will be full partners with educators in the education of Sabine Pass ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
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.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</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>	8/2020 - 5/2021	Superintendent - Kristi Heid HS Principal - Andy Bates ES/JH Principal - Troy Gragg	State and Local Funds - Time Contributions of Committee Members	Document :Agendas, Minutes, Sign-In Sheets- 01/21: 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- 05/21: A current DIP approved by the Sabine Pass ISD Board of Trustees.

Goal: 1 Parents and community members will be full partners with educators in the education of Sabine Pass ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
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.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Title I Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SBDMC are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the DIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A and Title IV, Part A programs and other federal, state and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	8/2020 - 5/2021	Superintendent - Kristi Heid HS Principal - Andy Bates ES/JH Principal - Troy Gragg	Federal - Title I, Part A - SECCA, Inc Consulting Services <div style="text-align: right;">\$3,225.00</div> Federal - Title II, Part A - Supporting Effective Instruction - SECCA, Inc Consulting Services <div style="text-align: right;">\$800.00</div> Federal - Title IV, Part A - SECCA, Inc Consulting Services <div style="text-align: right;">\$800.00</div> State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services <div style="text-align: right;">\$7,748.00</div>	Document :Agendas, Minutes, Sign-In Sheets - - 12/20: Sabine Pass ISD DPDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Sabine Pass School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Document :School Records - - 05/21: Sabine Pass ISD will receive the State Accountability Rating of A.

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.(SWP CNA, CIP) [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>Strategy:</p> <p>District/Campus Performance Objectives (SWP CNA) - The DPDMC/SBDMC meets monthly 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>Through the activities of the DPDMC/SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Sabine Pass ISD.</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>	5/2020 - 5/2021	Superintendent - Kristi Heid HS Principal - Andy Bates ES/JH Principal - Troy Gragg	State and Local Funds - Time Contributions of Committee Members		The performance objectives will support the needs of the district.	Document :Agendas, Minutes, Sign-In Sheets - Monthly: The DPDMC's agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Sabine Pass ISD participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.</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>	1/2021 - 6/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 12/20: 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 - 05/21: 96% of all students will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Student Intervention Team (S.I.T.) - 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>	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	State and Local Funds - Time Contributions of S.I.T.	Informal Assessment :Classroom Assessments - 12/20: 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 - 05/21: 96% of all 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.(SWP CNA, CIP) [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>Strategy:</p> <p>Foundation Program (SWP CNA) - 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 English Learner 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>	8/2020 - 5/2021	Superintendent - Kristi Heid	Coordinated Funds - Time Contributions of Staff and Faculty State - Early Education Allotment - Early Education Resources \$30,184.00	Informal Assessment :Classroom Assessments - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups academically successful as the educational system meets the needs of all.	Criterion-Referenced Test :STAAR Tests - 05/21: 96% of all 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.(SWP CNA, CIP) [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>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.</p> <p>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.</p> <p>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.</p>	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg Counselor - Isabel Harvey Counselor - Ashleigh Deslatte	Local Funds - Assessment Instruments	<p>Informal Assessment :Classroom Assessments - - 01/21: 60% of all K – 2nd grade students will score "Developed" on the TPRI.</p> <p>Informal Assessment :Classroom Assessments - - 01/21: 60% of 1st and 2nd grade students will score passing scores on the Teacher-Developed Math Pretest.</p> <p>Informal Assessment :Classroom Assessments - - 01/21: 90% of students will receive passing six week grades in core subject areas.</p>	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	<p>Informal Assessment :Classroom Assessments - - 05/21: 90% of all PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - - 05/21: 100% of students in grades K – 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 96% 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.(SWP CNA, CIP) [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>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>	<p>8/2020 - 5/2021</p>	<p>HS Principal - Andy Bates</p> <p>ES/JH Principal - Troy Gragg</p>	<p>Local Funds - STAR Reading Assessment Program</p>	<p>Computer-Adaptive Test :STAR Reading - - Six Week Growth Checks: 80% of all students and all student groups will achieve at least two months growth.</p>	<p>Students with reading skills prerequisite for success in the upcoming school year.</p> <p>Increase in the number of students reading at, or above, grade level.</p> <p>Lifelong reading enthusiasts.</p>	<p>Computer-Adaptive Test :STAR Reading - - 05/21: 100% of all students and all student groups will be reading at, or above, grade level.</p>
<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>	<p>8/2020 - 5/2021</p>	<p>Media Resource Specialist - Jessica Almond</p>	<p>Local Funds - AR Program supplies</p>	<p>Reading Inventory :Accelerated Reader Comprehension Tests - - 01/21: 80% of all students and all student groups will be reading at, or above, grade level.</p>	<p>Students with reading skills prerequisite for success in the upcoming school year.</p> <p>Increase in the number of students reading at, or above, grade level.</p> <p>Lifelong reading enthusiasts.</p>	<p>Reading Inventory :Accelerated Reader Comprehension Tests - - 05/21: 100% of all students and all student groups will be reading at, or above, grade level.</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.(SWP CNA, CIP) [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>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 Principals meets with the classroom teachers and counselor to review and update TEKS status to ensure that TEKS deficiencies are being identified and alleviated.</p>	8/2020 - 6/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	Local Funds - Region V Disaggregation Program AEIS IT	Informal Assessment :Classroom Assessments - - 12/20: 80% of all students will pass campus benchmark tests.	Program improvements are implemented. All targeted student groups show improvement on STAAR tests. Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 96% of all 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.(SWP CNA, CIP) [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>Strategy:</p> <p>Early Intervention Program (SWP CIP) - A Prekindergarten program will be conducted through the coordination of state and local funds. The program will be available to all students meeting the State criteria of being unable to speak and comprehend English, educationally disadvantaged, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)]</p> <p>Eligible prekindergarten students participate in a full-day program, conducted by a fully certified PK teacher, whereby instruction is provided through an experiential and multi-sensory approach with developmentally appropriate activities that are scientifically research-based. The PK curriculum is based on the State-adopted PK goals and is vertically aligned with Head Start.</p> <p>Activity:</p> <p>PK Registration and Orientation - Parents and students are invited to PK registration and orientation in order to assist preschool children in the transition from early childhood programs to the local elementary school programs, as well as to orient all students to the Sabine Pass ISD school programs and services.</p>	8/2020 - 5/2021	PK Teacher - Mandy Richards	State - State Compensatory Education (SCE) - Time Contributions of PK Teacher FTE: 0.50 <div style="text-align: right;">\$27,034.00</div> State - State Compensatory Education (SCE) - Time Contributions of PK Aides FTE: 2.00 <div style="text-align: right;">\$73,303.19</div>	Informal Assessment :Classroom Assessments - 12/20: 80% of all students performing at 70% level of mastery of appropriate developmental skills, as indicated by teacher records.	Students with prerequisite early school readiness skills for success in Kindergarten.	Informal Assessment :Classroom Assessments - 05/21: 90% of all PK students will master the State's Prekindergarten goals.
	7/2020 - 8/2020	PK Teacher - Mandy Richards	State - State Compensatory Education (SCE) - Time Contributions of PK Staff FTE: 2.50		Smooth transition period between early education program and PK.	Document :School Records - - 09/20: PK students having an easier adjustment period than if the visit and orientation had not been conducted.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Prekindergarten Transition - 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>	8/2020 - 5/2021	PK Teacher - Mandy Richards	State - State Compensatory Education (SCE) - Time Contributions of PK Staff FTE: 2.50	Informal Assessment :Report Card Grades - - Each 6-Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.	<p>Students and parents familiarized with the Sabine Pass ISD Kindergarten program.</p> <p>Students with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - - 05/21: 90% of all PK students will master the State's Prekindergarten goals.</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.(SWP CNA, CIP) [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
Strategy: Accelerated Instruction (SWP CIP) - Sabine Pass ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term. Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2019 or local criteria that have been approved by the school board. Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs. Activity:	8/2020 - 6/2021 	HS Principal - Andy Bates ES/JH Principal - Troy Gragg Counselor - Isabel Harvey Counselor - Ashleigh Deslatte	State - State Compensatory Education (SCE) - Supplemental Instructional Resources \$7,000.00		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.	Document :Counseling Records - 05/21: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.
STAAR Acceleration Program - STAAR Acceleration classes are available for students who have not met the minimum expectations on the STAAR tests, or who appear to be in jeopardy of failing a subsequent administration.	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	State - State Compensatory Education (SCE) - Time Contributions of STAAR Acceleration Teachers FTE: 0.80 \$48,774.06	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR Tests - - 05/21: 96% of students will pass the 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.(SWP CNA, CIP) [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
Activity: Math/Reading Intervention - An Intervention Teacher will provide additional assistance for students who are experiencing difficulties in Math or Reading. The teacher will work with students in small groups or on an individual basis in pull-out classes.	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg Interventionist - Daneen Chadwick	Federal - Title I, Part A - Time Contributions of Intervention Teacher FTE: 1.00 <p style="text-align: right;">\$75,512.68</p>	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/21: 90% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/21: 96% of students in grades 3 - 12 will pass the appropriate grade level and subject area STAAR tests.
Activity: Summer Accelerated Instruction - Instruction in Math, Reading 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, STAAR Reading and/or STAAR Science test or failure to meet minimum expectations in Math, Reading and/or Science courses during the school year.	June 2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	Federal - Title I, Part A - Extra Duty Pay for Shark Camp Teacher <p style="text-align: right;">\$44,162.49</p> Federal - Title IV, Part A - Extra Duty Pay for Shark Camp Teacher <p style="text-align: right;">\$4,200.01</p>		Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 06/21: 100% of students will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 06/21: 100% of students will be promoted to the next grade..

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.(SWP CNA, CIP) [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>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>An educational aide will also provide individual and small group instruction under the supervision of teachers.</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> <p>Strategy:</p> <p>Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).</p>	<p>8/2020 - 5/2021</p>	<p>HS Principal - Andy Bates</p> <p>ES/JH Principal - Troy Gragg</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Teachers FTE: 1.20</p> <p style="text-align: right;">\$76,590.53</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Aide FTE: 0.08</p> <p style="text-align: right;">\$2,431.06</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.</p>	<p>Students have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Classroom Assessments - - 05/21: 90% of students in grades K - 1 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/21: 96% of students in grades 6 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>
	<p>8/2020 - 5/2021</p>	<p>Special Education Coordinator - Randa Hurtado</p>	<p>State - Special Education Block Grant - Time Contributions of Faculty and Staff</p> <p style="text-align: right;">\$108,842.00</p>	<p>Diagnostic Assessment :ARD Assessment - 12/20: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Diagnostic Assessment :ARD Assessment - 05/21: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.</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.(SWP CNA, CIP) [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 Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.004, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2020 - 5/2021	Counselor - Isabel Harvey Counselor - Ashleigh Deslatte Diagnostician - Randa Hurtado	State and Local Funds - Contracted Student Appraisal/Assessment Services	Document :School Records - - 12/20: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations complete in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students, as described in the students' IEPs.	Document :School Records - - 05/21: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules.

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.(SWP CNA, CIP) [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>	8/2020 - 5/2021	Special Education Coordinator - Randa Hurtado Life Skills Teacher - Karen Creel	Federal - IDEA-B Formula - Time Contributions of Life Skills Instructor FTE: 0.50 <div style="text-align: right;">\$39,317.61</div> Federal - IDEA-B Formula - Special Education Resources <div style="text-align: right;">\$1,000.00</div> Federal - IDEA-B Preschool - Special Education Resources <div style="text-align: right;">\$74.00</div>	Informal Assessment :Classroom Assessments - - 12/20: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disability have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/21: 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.

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.(SWP CNA, CIP)					
[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
Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, Counseling and Auditorially Impaired Services.	8/2020 - 5/2021	Counselor - Isabel Harvey Counselor - Ashleigh Deslatte	Federal - IDEA-B Formula - Contracted Speech and Physical Therapy \$18,145.00 Federal - IDEA-B Preschool - Contracted Speech Therapy \$2,865.00 Federal - IDEA-B Formula - Contracted LSSP \$8,000.00	Document :School Records - - 12/20: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.	Students with disabilities 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 children are expected to meet.	Document :School Records - - 05/21: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.
Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff is involved in the effort. Sabine Pass ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include: * regional television commercial * countywide: contact each school district and talk with each contact person * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.	8/2020 - 5/2021	Special Education Coordinator - Randa Hurtado	State - Special Education Block Grant - Child Find Resources		100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.	Document :School Records - - 05/21: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required.

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.(SWP CNA, CIP) [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>Transition Services - Sabine Pass ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055.</p> <p>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).</p> <p>2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p> <p>The district will post the transition and employment guide on the</p>	8/2020 - 5/2021	Counselor - Isabel Harvey Special Education Coordinator - Randa Hurtado Counselor - Ashleigh Deslatte	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 - - 05/21: Transition activities are 100% in line with students' IEPs.

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.(SWP CNA, CIP) [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
district's website in accordance with TEC §29.0112. Strategy: English as a Second Language (ESL) Program - Sabine Pass ISD offers an ESL Program whose goal is to enable English Learners (EL) 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 EL to participate equitably in school.	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	State - Bilingual Education Block Grant - Bilingual Education Allotment <div style="text-align: right;">\$1,305.00</div>	See Activities below.	Narrowing the achievement gap between EL and non-EL students.	See Activities below.

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.(SWP CNA, CIP) [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>EL 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>Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EL. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 – 12.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2020 - 5/2021	Counselor - Isabel Harvey Counselor - Ashleigh Deslatte	Coordinated Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/20: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Significant increase in student's oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 96% of ESL students will pass the STAAR Reading/ELA tests in English and/or Spanish.

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.(SWP CNA, CIP) [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>EL 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.</p> <p>Based on LPAC prescription, EL 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.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement.</p>	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	Coordinated Funds - Time Contributions of ESL Staff and Resources	Informal Assessment :Classroom Assessments - - 12/20: ESL students are progressing at the rate set by the LPAC.	Students exiting EL designation by LPAC. Narrowing the achievement gap between EL and non-EL.	Informal Assessment :Classroom Assessments - - 05/21: Individual students meeting LPAC's expectations based on results of an oral language proficiency test. Criterion-Referenced Test :STAAR Tests - - 05/21: 96% of EL 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.(SWP CNA, CIP) [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>Program Exit Criteria - A student may not be exited from the bilingual education or ESL program in prekindergarten or kindergarten. (TAC 89.1226j)</p> <p>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>The LPAC reviews each 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> <p>* English Language Proficiency: Grades 1 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</p> <p>* English Reading: Grades 1, 2, 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT); Grades 3 – 10: Meet passing standard on the STAAR Reading test, or STAAR English I or English II EOC tests.</p> <p>* Results of a subjective teacher evaluation using the state's standardized rubric.</p> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints</p>	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	State and Local Funds - Time Contributions of ESL Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/20: 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 - - 05/21: 96% of students will pass the STAAR Reading/ELA tests in English and/or Spanish.

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.(SWP CNA, CIP) [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>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>	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	Local Funds - Time Contributions of Faculty and Staff		Increased student achievement.	Document :School Records - 05/21: 100% of the students identified have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.
<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>	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	State and Local Funds - Time Contributions of Staff State - Dyslexia Allotment - Dyslexia Resources \$3,850.00	See Activities below.	Increased student achievement.	See Activities below.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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 Dyslexia characteristics will be referred to the S.I.T. for discussion, evaluation and/or intervention.</p>	8/2020 - 5/2021	Counselor - Isabel Harvey Counselor - Ashleigh Deslatte	Local Funds - Assessment Instruments		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.	Document :School Records - - 05/21: 100% of students are identified in a timely manner and appropriate programs and interventions implemented.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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>	8/2020 - 5/2021	Counselor - Isabel Harvey Counselor - Ashleigh Deslatte	State and Local Funds - Time Contributions of Dyslexia Staff	Informal Assessment :Classroom Assessments - - 12/20: 80% of all students with dyslexia will attain an age-appropriate score on the TPRI.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 96% of all students will achieve a passing score on the STAAR Reading/ELA test.

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.(SWP CNA, CIP) [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>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 TEKS.</p>	8/2020 - 5/2021	504 Coordinator - Kristi Heid	State and Local Funds - Time Contributions of Faculty and Staff		504 students receiving an equitable education compared to their non-504 peers.	Document :School Records - 05/21: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>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"> 1) G/T Teacher Rating Inventory 2) Parent Questionnaire 3) G/T Teacher "Jot Down" 4) Scales for the Rating of Behavioral Characteristics of Superior Students 5) "Age PR-S" on the Otis-Lennon (score of 90 or above, not less than 84) 6) Nonverbal IQ assessment 7) Student Interview Questions 	<p>8/2020 - 5/2021</p>	<p>HS Principal - Andy Bates ES/JH Principal - Troy Gragg</p>	<p>State and Local Funds - 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>8/2020 - 5/2021</p>	<p>HS Principal - Andy Bates ES/JH Principal - Troy Gragg</p>	<p>State and Local Funds - Assessment Instruments</p>	<p>Document :School Records - - 12/20: 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 - - 05/21: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.</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.(SWP CNA, CIP) [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>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> <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>	<p>8/2020 - 5/2021</p>	<p>HS Principal - Andy Bates ES/JH Principal - Troy Gragg</p>	<p>State and Local Funds - G/T Resources</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 80% of all students will pass campus benchmark assessments.</p>	<p>The educational needs of the G/T students will have been met.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/21: 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>
	<p>8/2020 - 5/2021</p>	<p>Superintendent - Kristi Heid</p>	<p>Coordinated Funds - Time Contributions of Ancillary Staff</p>	<p>Document :School Records - 12/20: 70% of students referred for Ancillary Services will have been served as indicated in campus records.</p>	<p>All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field".</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/21: 94% 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.(SWP CNA, CIP) [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>Counseling Services - The School Counselors' responsibilities include:</p> <ul style="list-style-type: none"> * 1:1 review of STAAR scores with students scoring below district expectations, * 1:1 and small group counseling sessions, * Focused informal groups - behavior and attendance, * Assistance with testing coordination, * STAAR presentations, * Parent Training and * Individual student planning. <p>The Counselors also focus on addressing the needs of students with disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> * Diagnostic/Prescriptive Services, * Coordination of Services - Academic and Related Services, * Child Find Activities, * ARDs, * Parent Training, * Student Planning and Transition Services and * Training Sabine Pass ISD Foundation Staff on Modifications for Special Education Students. 	8/2020 - 5/2021	Counselor - Isabel Harvey Counselor - Ashleigh Deslatte	State - State Compensatory Education (SCE) - Time Contributions of Counselors FTE: 0.16 \$10,991.04	Document :Counseling Records - - 12/20: The Counselors' records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselors have completed the Calendar of Events and Activities for the first semester and have appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	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.	Criterion-Referenced Test :STAAR Tests - - 05/21: 96% of students will pass 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.(SWP CNA, CIP) [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>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>	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	Federal - Title I, Part A - Homeless Resources \$100.00	Document :Agendas, Minutes, Sign-In Sheets - - 12/20: 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.	No student will suffer an interruption in his/her education because of homelessness. Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Document :School Records - - 05/21: 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.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s): EE - 12th Attendance rates for All Students will equal or exceed 97%.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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"> * Monitoring of individual student attendance by conferences, home visits, phone calls and letters to parents; * Consequences for poor attendance; and * Rewards for excellent attendance such as homework passes, gift cards and drawings. <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>	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg Counselor - Isabel Harvey Counselor - Ashleigh Deslatte	Local Funds - Cost of Rewards and Incentives	<p>Document :School Records - 08/20: 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 - 12/20: 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>	Through the use of positive reinforcements, Sabine Pass ISD faculty will encourage academic growth and increased student attendance.	<p>Document :Attendance Records - 05/21: 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 - 05/21: Contact with 100% of parents/guardians of students who have excessive absences.</p>

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)] Objective(s): EE - 12th Attendance rates for All Students will equal or exceed 97%.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Dropout Prevention Program (SWP CIP) - 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 Shark Camp and Individualized Assistance to assist them in their academic success.	8/2020 - 5/2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	State and Local Funds - Time Contributions of Faculty and Staff	Document :School Records - 12/20: 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 - 05/21: 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 * Baseball * Softball * Cross Country * Tennis * Track * Band * One Act Plays * Cheerleaders and Pep-Squad * National Honor Society * Principal's Council * Student Council	8/2020 - 5/2021	UIL Coordinator - Andy Bates	Local Funds - Time Contributions of Extracurricular Staff	Informal Assessment :Classroom Assessments - 12/20: 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 - 05/21: 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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s): EE - 12th All students develop life career goals and prepare for a successful life long learning career path.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation

<p>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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</p> <p>Objective(s): EE - 12th All students develop life career goals and prepare for a successful life long learning career path.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career Guidance and Counseling - The counselors will assist students in monitoring and understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of study skills and choosing appropriate programs and services;</p> <p>* Career: Need for positive work habits, career awareness and investigations of opportunities and</p> <p>*Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.</p> <p>The Counselors will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <p>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.);</p> <p>2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;</p> <p>3) The need for students to make informed curriculum choices to be prepared for success beyond high school;</p> <p>4) Source of information on higher education; and</p> <p>5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.</p>	8/2020 - 5/2021	<p>Counselor - Isabel Harvey</p> <p>Counselor - Ashleigh Deslatte</p>	<p>State and Local Funds - Time Contributions of Counselors</p> <p>State - CCMR Outcomes Bonus - College and Career Resources</p> <p>\$44,000.00</p>	<p>Document :School Records - 12/20: 100% of the students will have participated in Career Awareness activities.</p>	<p>All students motivated to enter a field of work to their liking.</p> <p>Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.</p>	<p>Document :School Records - 05/21: An increased number of students enrolling in higher education and receiving financial aid as compared to the previous year.</p>

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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s): EE - 12th All students develop life career goals and prepare for a successful life long learning career path.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>The Counselors 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:</p> <p>College Preparation (SWP CIP) - Students in grades 11 and 12 have the opportunities to earn college credit through the following methods:</p> <p>* Enrollment in a Dual Credit Course offered through Lamar University and</p> <p>* Enrollment in an Advanced Placement Course.</p>	8/2020 - 5/2021	Counselor - Isabel Harvey Counselor - Ashleigh Deslatte	State and Local Funds - Time Contributions of Counselor		Students exhibiting college readiness and earning both high school and college credit.	Document :School Records - 05/21: All students participating in concurrent and dual credit courses will earn high school and college credits.

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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s): EE - 12th All students develop life career goals and prepare for a successful life long learning career path.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Career and Technical Education (SWP CIP) -Sabine Pass ISD offers CTE programs at the secondary level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level. Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula. Students and parents are given the opportunity to explore career opportunities in the following areas: * Agricultural Science and Technology Education * Family and Consumer Sciences * Business Education	8/2020 - 5/2021	HS Principal - Andy Bates	Federal - Carl D. Perkins Vocational and Applied Technology - Region V CTE Consortium <div style="text-align: right;">\$4,771.00</div> State - Career and Technology Education Block Grant - Time Contributions of CTE Staff <div style="text-align: right;">\$349,064.00</div>	Informal Assessment :Classroom Assessments - 12/20: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.	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.	Document :School Records- 05/21: Increase the number of students sitting for certification during 2020-2021 by 5%.

<p>Goal: 5 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. (SWP CIP) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): EE - 12th Increase the percentage of highly effective teachers in Sabine Pass ISD to meet 100% by the end of the current school year, including Special Education Bilingual/ESL teachers.</p> <p> EE - 12th Increase the percentage of teachers receiving high-quality professional development to meet 100% by the end of the current school year.</p> <p> EE - 12th Attract and retain highly effective teachers through an aggressive recruiting and retention program.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Professional Development Program (SWP CIP) - The Sabine Pass ISD Professional Development (PD) Coordinator, Superintendent, Principal and DPDMC/SBDMC design and support professional development programs and activities that:</p> <p>* will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods;</p> <p>* will be intense and sustained;</p> <p>* will relate to the TEKS and STAAR;</p> <p>* 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</p> <p>* will apply research to meet the learning needs of all students.</p> <p>Annual needs assessment results indicate a need for:</p> <p>* Training and mentorships for new teachers;</p> <p>* 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;</p> <p>* Periodic training for teachers in how to identify difficulties and to provide assistance to individual students.</p>	6/2020 - 5/2021	<p>Superintendent - Kristi Heid</p> <p>HS Principal - Andy Bates</p> <p>ES/JH Principal - Troy Gragg</p>	<p>Federal - Title I, Part A - Contracted Professional Development \$3,000.00</p> <p>Federal - Title I, Part A - Professional Development Travel and Registration \$3,000.00</p> <p>Federal - Title II, Part A - Supporting Effective Instruction - Contracted Region V Professional Development \$9,077.00</p> <p>Federal - Title II, Part A - Supporting Effective Instruction - Contracted Professional Development \$230.00</p>	<p>Document :Agendas, Minutes, Sign-In Sheets - 12/20: A professional development program will have been designed that meets the needs of Sabine Pass ISD.</p>	<p>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.</p>	<p>Document :Professional Development Records - 05/21: The principals and the DPDMC 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.</p>

Goal: 5 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. (SWP CIP) [TEC §4.001 (b)(6)(9)]						
Objective(s): EE - 12th Increase the percentage of highly effective 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 Attract and retain highly effective teachers through an aggressive recruiting and retention program.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: 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.	May 2021	HS Principal - Andy Bates ES/JH Principal - Troy Gragg	Coordinated Funds - Time Contributions of Faculty and Staff	Document :School Records - - 12/20: The PD Program will establish a direct correlation between increased student achievement and professional development training.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 96% of students will pass appropriate grade-level and subject-area STAAR tests.
Strategy: Recruitment and Retention Initiatives - 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% fully certified faculty in each teaching position, as defined by state law. Sabine Pass ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status. Teacher incentives included district paid teacher certification fees, additional payroll incentives, salary rates above state base, additional sick days and district paid insurance.	6/2020 - 5/2021	Superintendent - Kristi Heid	Local Funds - Region V Personnel Service Cooperative Federal - Title IV, Part A - Math Stipend <div style="text-align: right;">\$2,029.00</div>		100% Fully Certified Faculty.	Document :School Records - 05/21: Recruitment strategies and activities have resulted in the employment of additional certified professionals, minority professionals and trained paraprofessionals.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Sabine Pass ISD reviews the following areas:</p> <ul style="list-style-type: none"> - the amount, quality and availability of equipment, - the types of computer systems available, - how current the hardware and software systems being used are, - any barriers that exist that are preventing the effective use of technology and - technology professional development opportunities. <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> <p>Due to the COVID-19 Pandemic, Sabine Pass ISD identified a need for educational technology, including iPads and an Online Curriculum, to support distance learning.</p>	8/2020 - 5/2021	HS Principal - Andy Bates	<p>Federal - Title IV, Part A - Technology Resources \$2,971.00</p> <p>Federal - ESSER Grant - Educational Technology - iPads \$11,362.00</p> <p>Federal - ESSER Grant - Online Curriculum \$12,000.00</p>	Document :Agendas, Minutes, Sign-In Sheets - 08/20: A technology CNA has been conducted and the results have been made available to the appropriate staff.	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 :Principal Observation Report- 05/21: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
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.	8/2020 - 5/2021	Superintendent - Kristi Heid	Local Funds - Interactive Video Technologies Services Federal - Title II, Part A - Supporting Effective Instruction - Technology Professional Development Stipend \$6,034.25	Document :Principal Observation Report - - 12/20: 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 - - 05/21: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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>	8/2020 - 5/2021	Superintendent - Kristi Heid	Local Funds - Technology Policies	Document :School Records - 08/20: 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 - 06/21: No incidents of students breaking the Acceptable Use Policy.

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. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

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%.

Safe Schools: There will be no incidents that would be considered a threat to our students or school.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation

<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. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): EE - 12th Sabine Pass ISD will maintain an updated Emergency Action Plan.</p> <p> 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>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being. Due to the COVID-19 Pandemic, Sabine Pass ISD identified a need to purchase supplies to sanitize and clean facilities. 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and 	8/2020 - 5/2021	<p>School Nurse - Paula Fairchild Counselor - Isabel Harvey Counselor - Ashleigh Deslatte HS Principal - Andy Bates ES/JH Principal - Troy Gragg</p>	<p>State and Local Funds - Time Contributions of Faculty and Staff</p> <p>Federal - ESSER Grant - Cleaning and Sanitizing Supplies</p> <p style="text-align: right;">\$38,957.00</p>	<p>Document :School Records - 12/20: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment :Health and Fitness Assessments - 05/21: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.</p>

<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. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): EE - 12th Sabine Pass ISD will maintain an updated Emergency Action Plan.</p> <p>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>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>well-being of students;</p> <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>						

<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. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): EE - 12th Sabine Pass ISD will maintain an updated Emergency Action Plan.</p> <p> 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>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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> <p>1. The number of hours of instruction to be provided in health education;</p> <p>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;</p> <p>3. Appropriate grade levels and methods of instruction for human sexuality instruction; and</p> <p>4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:</p> <p>* School health services; * Counseling and guidance services; * A safe and healthy school environment and * School employee wellness. (Local Policy EHAA, TEC 28.004(c))</p>	8/2020 - 5/2021	Superintendent - Kristi Heid	State and Local Funds - Time Contributions of SHAC		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Document :Agendas, Minutes, Sign-In Sheets - - Monthly: SHAC minutes will reflect that the activity has been implemented as prescribed.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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> <p>* the student is pregnant and attending classes on a district campus;</p> <p>* the pregnancy prenatal period prevents the student from attending classes on a district campus; and</p> <p>* the pregnancy postpartum period prevents the student from attending classes on a district campus.</p> <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>	8/2020 - 7/2021	<p>HS Principal - Andy Bates</p> <p>School Nurse - Paula Fairchild</p>	State and Local Funds - Time Contributions of Nurse	Document :School Records - - 12/20: Campus records indicate a reduction in absences and an increase in passing six weeks grades.	Students who are pregnant continue to attend school.	<p>Document :School Records - - 05/21: Campus records indicate all students graduate from school.</p> <p>Document :School Records - - 05/21: Attendance rates will meet or exceed 97%.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
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.						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Trauma-Informed Care Program The Sabine Pass ISD trauma-informed care program (see Board Policy FFBA – Local) will provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by district and campus staff, and providing information about available counseling options for students affected by trauma or grief.</p> <p>Sabine Pass ISD will provide training in trauma-informed care to district educators. Trainings shall be best practice-based programs and research-based practices, as well as, provided as part of any new employee orientation for all new district educators and provided to existing district educators at specific intervals.</p> <p>Sabine Pass ISD will maintain records of all educators who have completed training and provide an annual report to the TEA on the number of employees who have participated in trauma-informed care training. (TEC 38.036)</p>	8/2020 - 5/2021	<p>Superintendent - Kristi Heid Counselor - Ashleigh Deslatte Counselor - Isabel Harvey</p>	<p>Local Funds - Trauma-Informed Care Training</p>	<p>Document :School Records - - 08/20: Trauma-informed care policy has been implemented and distributed to staff, parents, and students.</p>	<p>Establishing a comprehensive safe and supportive school program that incorporates research-based best practices and procedures for training staff on integrating trauma-informed practices.</p>	<p>Document :Professional Development Records - - 05/21: 100% of district and campus staff have received the required training.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Safe Schools Initiatives (SWP CIP) - 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"> * Campus Safety Rules including Playground and P.E. Safety Rules * Campus Dress and Discipline Codes * Medical Services * Regularly scheduled fire and natural disaster drills * Video Camera Security System * Quiet Zones 	8/2020 - 5/2021	<p>Counselor - Isabel Harvey</p> <p>Counselor - Ashleigh Deslatte</p>	<p>Local Funds - Time Contributions of Staff</p> <p>State - School Safety Allotment - Safety Resources</p> <p style="text-align: right;">\$3,382.00</p>	<p>Document :School Records - 12/20: Discipline referrals decrease by 5%.</p> <p>Document :School Records - 12/20: A log for emergency drills has been established and updated on a regular basis.</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.	Document :School Records - 05/21: Improved discipline in the classroom and reduced number of referrals per year.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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>	8/2020 - 5/2021	<p>Superintendent - Kristi Heid</p> <p>HS Principal - Andy Bates</p> <p>ES/JH Principal - Troy Gragg</p>	Local Funds - Emergency Action Plan	<p>Document :School Records -</p> <p>- 08/20: An Emergency Action Plan has been implemented and 100% of staff has received training.</p>	<p>A safe climate for student learning, having a positive impact on student achievement.</p> <p>Staff and students are prepared to react in a knowledgeable response to emergency situations to prevent injury or death.</p>	<p>Document :School Records -</p> <p>- 05/21: A log for emergency drills has been established and updated on a regular basis, indicating proper execution of emergency procedures.</p>
<p>Activity:</p> <p>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>	8/2020 - 5/2021	<p>Superintendent - Kristi Heid</p>	State and Local Funds - Time Contributions of DAEP Staff	<p>Document :School Records -</p> <p>- 12/20: 50% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.</p>	<p>Reduction in discipline referrals to the DAEP.</p> <p>Dropout rate remains at 0%.</p>	<p>Document :School Records -</p> <p>- 05/21: 75% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.</p>

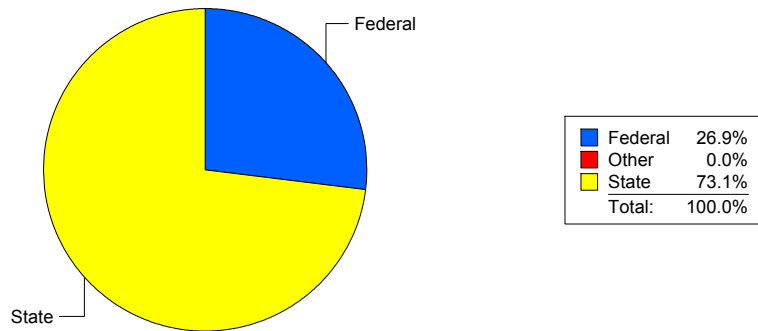
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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - 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> <p>* National Red Ribbon Week</p> <p>* Drug Dogs</p> <p>* Student Assemblies and Motivational Speakers to enhance Drug/Alcohol Awareness and encourage healthy choices</p> <p>* Dating Violence Policy (see Board Policy FFH-Local)</p>	6/2020 - 5/2021	<p>Counselor - Isabel Harvey</p> <p>Counselor - Ashleigh Deslatte</p>	State and Local Funds - Time Contributions of Counselors and Staff	<p>Document :Agendas, Minutes, Sign-In Sheets - - 08/20: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.</p> <p>Document :School Records - - 12/20: 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 - - 05/21: 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 (SWP CIP) - The Counselors are available to speak with students, parents, staff and community members in both individual and group settings. The counselors provide 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"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying and Cyber Bullying * Suicide prevention * Conflict resolution * Violence prevention and intervention * Parent education * Teacher/Administrator consultation * Staff development * School improvement planning for special populations students. 	8/2020 - 5/2021	<p>Counselor - Isabel Harvey</p> <p>Counselor - Ashleigh Deslatte</p>	Coordinated Funds - Time Contributions of Counselors	<p>Document :Agendas, Minutes, Sign-In Sheets - 12/20:</p> <p>Scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>All students get along with their peers, with a healthy outlook toward life.</p> <p>Reduction in retention and dropout rates.</p>	<p>Document :Counseling Records - 05/21: Referrals to counselor have decreased as compared to the previous year.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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>	8/2020 - 5/2021	<p>Superintendent - Kristi Heid</p> <p>HS Principal - Andy Bates</p> <p>ES/JH Principal - Troy Gragg</p> <p>Counselor - Isabel Harvey</p> <p>Counselor - Ashleigh Deslatte</p>	Local Funds - Sexual Abuse Policy	Document :School Records - - 08/20: 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 - - 05/21: 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 http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm http://sapi.nonprofitoffice.com http://www.taasa.org/member/materials2.php http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml 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 http://www.txabusehotline.org).</p>						

Funding Values By Program



District Improvement Plan
Sabine Pass ISD 2020-2021

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
Carl D. Perkins		
Vocational and Applied		
Technology		
Region V CTE Consortium	0.00	\$4771.00
ESSER Grant		
Educational Technology - iPads	0.00	\$11362.00
Online Curriculum	0.00	\$12000.00
Cleaning and Sanitizing Supplies	0.00	\$38957.00
IDEA-B Formula		
Contracted LSSP	0.00	\$8000.00
Time Contributions of Life Skills Instructor	0.50	\$39317.61
Special Education Resources	0.00	\$1000.00
Contracted Speech and Physical Therapy	0.00	\$18145.00
IDEA-B Preschool		

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
IDEA-B Preschool		
Contracted Speech Therapy	0.00	\$2865.00
Special Education Resources	0.00	\$74.00
Title I, Part A		
Homeless Resources	0.00	\$100.00
Extra Duty Pay for Shark Camp Teacher	0.00	\$44162.49
SECCA, Inc Consulting Services	0.00	\$3225.00
Time Contributions of Intervention Teacher	1.00	\$75512.68
Contracted Professional Development	0.00	\$3000.00
Professional Development Travel and Registration	0.00	\$3000.00
Title II, Part A - Supporting Effective Instruction		
Contracted Region V Professional Development	0.00	\$9077.00
Contracted Professional Development	0.00	\$230.00
SECCA, Inc Consulting Services	0.00	\$800.00
Technology Professional Development Stipend	0.00	\$6034.25
Title IV, Part A		
SECCA, Inc Consulting Services	0.00	\$800.00
Extra Duty Pay for Shark Camp Teacher	0.00	\$4200.01
Math Stipend	0.00	\$2029.00
Technology Resources	0.00	\$2971.00
		<u>\$291,633.04</u>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Counselors	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
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 Ancillary Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff and Resources	0.00	\$0.00
Local Funds		
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
Interactive Video Technologies Services	0.00	\$0.00
Trauma-Informed Care Training	0.00	\$0.00
Emergency Action Plan	0.00	\$0.00
Sexual Abuse Policy	0.00	\$0.00
Cost of Rewards and Incentives	0.00	\$0.00
Communication Vehicles	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Technology Policies	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Region V Personnel Service Cooperative	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Extracurricular Staff	0.00	\$0.00
State and Local Funds		
Time Contributions of Counselors	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of S.I.T.	0.00	\$0.00
Time Contributions of Parents, Staff and Community Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty	0.00	\$0.00
Contracted Student Appraisal/Assessment Services	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
G/T Resources	0.00	\$0.00
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
Time Contributions of SHAC	0.00	\$0.00
Time Contributions of Nurse	0.00	\$0.00
Time Contributions of Community and Staff	0.00	\$0.00
Time Contributions of DAEP Staff	0.00	\$0.00
Time Contributions of Counselors and Staff	0.00	\$0.00
		<hr/> \$0.00 <hr/>

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Education Block Grant		
Bilingual Education Allotment	0.00	\$1305.00
Career and Technology Education Block Grant		
Time Contributions of CTE Staff	0.00	\$349064.00
CCMR Outcomes Bonus		
College and Career Resources	0.00	\$44000.00
Dyslexia Allotment		
Dyslexia Resources	0.00	\$3850.00
Early Education Allotment		
Early Education Resources	0.00	\$30184.00
School Safety Allotment		
Safety Resources	0.00	\$3382.00
Special Education Block Grant		
Time Contributions of Faculty and Staff	0.00	\$108842.00
Child Find Resources	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
State Compensatory Education (SCE)		
SECCA, Inc Consulting Services	0.00	\$7748.00
Time Contributions of PK Staff	2.50	\$0.00
Time Contributions of PK Staff	2.50	\$0.00
Time Contributions of STAAR Acceleration Teachers	0.80	\$48774.06
Time Contributions of Teachers	1.20	\$76590.53
Time Contributions of Aide	0.08	\$2431.06

District Improvement Plan
Sabine Pass ISD 2020-2021

Funding Values By Program

State	FTE	DollarValue
State Compensatory Education (SCE)		
Time Contributions of Counselors	0.16	\$10991.04
Time Contributions of PK Aides	2.00	\$73303.19
Supplemental Instructional Resources	0.00	\$7000.00
Time Contributions of PK Teacher	0.50	\$27034.00
		<hr/>
		\$794,498.88
		<hr/>
Grand Total:		\$1,086,131.92