

Sterling City ISD 2019-2020

District Improvement Plan

2019-2020 School Year

Generated on Monday, September 23, 2019 at 9:44:44 AM

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Sterling City ISD has made the District Improvement Plan available to the public and parents on the District's website at www.sterlingcityisd.net under the "District Links" tab. The District Improvement Plan is available in Spanish through the use of the translation feature provided by the District's website. Upon parent request, the District Improvement Plan can be translated orally by a bilingual translator.

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Rauch, Bob	Superintendent	Sterling City ISD	
Stevens, Ty	Secondary Principal	Sterling City ISD	5-2020
Clinkscales, Desiree	Teacher	Sterling City ISD	5-2020
Rauch, Janet	Teacher	Sterling City ISD	5-2020
Beck, Courtney	Teacher	Sterling City ISD	5-2020
Sparks, Jeannie	Teacher	Sterling City ISD	5-2020
Juarez, Lynn	Auxiliary Staff	Sterling City ISD	5-2020
Keele, Todd	Special Programs	Sterling City ISD	5-2020
Ferguson, Rob	Parent	Sterling City ISD	5-2020
Cabrera, Lupe	Parent	Sterling City ISD	5-2020
Rodriguez, Sonya	Community Representative	Sterling City ISD	5-2020
Galaviz, Oscar	Business Representative	Sterling City ISD	5-2020
Guetersloh, Michele	Compliance Director	Sterling City ISD	5-2020
Keele, Jami	Elementary Principal	Sterling City ISD	5-2020
Stafford, Stephanie	Counselor	Sterling City ISD	5-2020

Names of People Responsible For Implementation

Name	Title	Campus / District
Rauch, Bob	Superintendent	Sterling City ISD
Ferguson, Dow	Technology Director	Sterling City ISD
Stafford, Stephanie	Counselor	Sterling City ISD
Sisco, Trey	Athletic Director	Sterling City ISD
Jourden, Josh	Athletic Director	Sterling City ISD
Guetersloh, Michele	Compliance Director	Sterling City ISD
Stevens, Ty	Secondary Principal	Sterling City ISD
Keele, Jami	Elementary Principal	Sterling City ISD
Irby, Bretnie	Special Programs	Sterling City ISD
Miller, Sara	Special Education Director/Teacher	Sterling City ISD
Justiss, Wendy	ELA Teacher	Sterling City ISD
Schovajsa, Jamie	Junior High Math Teacher	Sterling City ISD
Slate, Cody	Social Studies Teacher	Sterling City ISD
McCrea, Jessica	High School Math Teacher	Sterling City ISD
Jourden, Teresa	Science/PE Teacher	Sterling City ISD
Sparks, Jeannie	High School Science Teacher	Sterling City ISD
Sisco, Jennifer	Math Teacher	Sterling City ISD
Turner, Drew	Agriculture Teacher	Sterling City ISD
Stevens, Sara	Family & Consumer Science Teacher	Sterling City ISD
Marler, Josh	Social Studies Teacher	Sterling City ISD
Juarez, Lynn	Instructional Aide	Sterling City ISD
Ortega, Cherry	Spanish Teacher	Sterling City ISD
Keele, Todd	Special Education Teacher	Sterling City ISD
Davis, Kim	Library Aide	Sterling City ISD

Names of People Responsible For Implementation

Name	Title	Campus / District
Keith, Kelcee	Instructional Aide	Sterling City ISD
Blackwelder, Shannon	Junior High Science/PE Teacher	Sterling City ISD
Keith, Tye	Junior High SS/ELA Teacher	Sterling City ISD
Cox, Barbi	Prekindergarten Teacher	Sterling City ISD
Mcguire, Michaelle	Secretary	Sterling City ISD
Marler, Jana Kaye	Kindergarten Teacher	Sterling City ISD
Bearden, Christy	First Grade Teacher	Sterling City ISD
Schovajsa, Jassy	Second Grade Teacher	Sterling City ISD
Rauch, Janet	Second Grade Teacher	Sterling City ISD
Coburn, Traci	Third Grade Teacher	Sterling City ISD
Slate, Candace	Fourth Grade Teacher	Sterling City ISD
Keele, Todd	Safety and Security Officer	Sterling City ISD
Beck, Courtney	Technology Teacher	Sterling City ISD
Gonzales, Melissa	Fourth Grade Teacher	Sterling City ISD
Clinkscapes, Desiree	Fifth Grade Teacher	Sterling City ISD
Jaramillo, Deana	Fifth Grade Teacher	Sterling City ISD
Dupriest, Brooke	Instructional Aide	Sterling City ISD
Williams, Rosario	Instructional Aide	Sterling City ISD
Spindler, Carol	Food Service Director	Sterling City ISD
	Region XV Personnel	Sterling City ISD

District Improvement Plan
Sterling City ISD 2019-2020

Attendance

Attendance

Goal:

	2010	2011	2012	2013	2014	2015	2016	2017
All Students	96.70	96.50	96.70	96.00	95.70	95.70	96.20	96.60
Economically Disadvantaged	96.00	95.40	96.10	95.50	95.10	95.10	95.90	96.50
English Language Learners	97.20	96.70	96.90	96.30	95.00	0.00	0.00	0.00
Hispanic	96.40	95.70	96.40	95.70	95.20	95.20	95.50	95.90
Special Education	96.50	95.40	94.60	95.00	94.90	94.90	96.70	97.00
Two or More Races	0.00	0.00	95.90	96.70	96.30	96.30	95.80	97.20
White	97.00	97.20	97.40	96.50	96.20	96.20	96.80	97.10

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Dropouts

Dropouts

Goal:

	2011	2012	2013	2014	2015	2016	2017
All Students	1.80	1.50	0.00	1.30	0.00	0.00	0.00
Economically Disadvantaged	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Hispanic	0.00	3.40	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00
White	0.00	0.00	0.00	2.90	0.00	0.00	0.00

District Improvement Plan
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STAAR

Grade: **4th, 7th**

STAAR Writing

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	64.00	74.00	65.00	79.00	68.00	70.00	65.00	76.67	88.33	100.00
Economically Disadvantaged	53.00	72.00	63.00	72.00	53.00	0.00	59.00	72.67	86.33	100.00
English Learners	0.00	0.00	0.00	0.00	0.00	0.00	33.00	55.33	77.67	100.00
Hispanic	0.00	63.00	52.00	74.00	56.00	0.00	59.00	72.67	86.33	100.00
Special Education	0.00	0.00	0.00	0.00	50.00	0.00	33.00	55.33	77.67	100.00
White	83.00	89.00	81.00	82.00	77.00	76.00	69.00	79.33	89.67	100.00

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

STAAR Science

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	84.00	76.00	81.00	82.00	83.00	95.00	91.00	94.00	97.00	100.00
Economically Disadvantaged	82.00	29.00	74.00	75.00	77.00	0.00	82.00	88.00	94.00	100.00
Hispanic	83.00	61.00	69.00	79.00	75.00	0.00	79.00	86.00	93.00	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	78.00	85.33	92.67	100.00
White	0.00	89.00	91.00	87.00	87.00	100.00	100.00	100.00	100.00	100.00

Grade: **3rd-12th**

All Subjects

100%

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STAAR

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	77.00	76.00	72.00	75.00	81.00	87.00	79.00	86.00	93.00	100.00
Economically Disadvantaged	70.00	71.00	65.00	67.00	73.00	76.00	87.00	91.33	95.67	100.00
English Language Learners	0.00	0.00	0.00	42.00	0.00	0.00	0.00	0.00	0.00	0.00
English Learners	0.00	0.00	0.00	0.00	47.00	0.00	50.00	66.67	83.33	100.00
Hispanic	70.00	66.00	62.00	68.00	72.00	79.00	70.00	80.00	90.00	100.00
Special Education	55.00	41.00	23.00	30.00	61.00	0.00	52.00	68.00	84.00	100.00
Two or More Races	76.00	88.00	71.00	84.00	76.00	0.00	58.00	72.00	86.00	100.00
White	87.00	86.00	84.00	81.00	88.00	93.00	85.00	90.00	95.00	100.00

Grade: **3rd-12th**

STAAR Mathematics

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	82.00	79.00	81.00	82.00	90.00	90.00	84.00	89.33	94.67	100.00
Economically Disadvantaged	0.00	76.00	71.00	74.00	85.00	78.00	71.00	80.67	90.33	100.00
English Learners	0.00	0.00	0.00	0.00	0.00	0.00	71.00	80.67	90.33	100.00
Hispanic	77.00	73.00	68.00	76.00	81.00	83.00	76.00	84.00	92.00	100.00
Special Education	0.00	0.00	0.00	0.00	79.00	0.00	67.00	78.00	89.00	100.00
Two or More Races	0.00	86.00	83.00	100.00	100.00	0.00	0.00	100.00	100.00	100.00
White	88.00	86.00	93.00	86.00	97.00	95.00	92.00	94.67	97.33	100.00

Grade: **3rd-12th**

STAAR Reading

100%

District Improvement Plan
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STAAR

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	79.00	78.00	75.00	73.00	76.00	85.00	76.00	84.00	92.00	100.00
Economically Disadvantaged	67.00	78.00	67.00	65.00	67.00	76.00	63.00	75.33	87.67	100.00
English Learners	0.00	0.00	0.00	0.00	0.00	0.00	36.00	57.33	78.67	100.00
Hispanic	68.00	68.00	67.00	66.00	63.00	75.00	67.00	78.00	89.00	100.00
Special Education	0.00	0.00	0.00	27.00	45.00	0.00	44.00	62.67	81.33	100.00
Two or More Races	0.00	0.00	0.00	75.00	63.00	0.00	0.00	75.33	87.67	100.00
White	94.00	87.00	82.00	79.00	89.00	94.00	82.00	88.00	94.00	100.00

Grade: **8th-12th**

STAAR Social Studies

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
All Students	71.00	60.00	64.00	44.00	75.00	81.00	74.00	82.67	91.33	100.00
Economically Disadvantaged	59.00	43.00	55.00	29.00	77.00	0.00	65.00	76.67	88.33	100.00
Hispanic	70.00	38.00	55.00	30.00	87.00	0.00	61.00	74.00	87.00	100.00
White	0.00	78.00	79.00	57.00	64.00	0.00	79.00	86.00	93.00	100.00

About Sterling City ISD

Vision Statement:

Sterling City Independent School District builds productive citizens with pride and integrity.

We encourage innovation through an engaging atmosphere and authentic learning experiences.

Grade Span:

PK – 12

Enrollment:

320

Accountability Ratings:

2019 State Accountability

Overall Accountability Rating: A

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

The poverty criteria used to serve/rank Title I eligibility is the number of children eligible for free and reduced priced lunches.

SCISD will identify disparities resulting in low-income/minority students being taught by higher rates of ineffective, inexperienced, or out-of-field teacher through a review of certification records, class offerings, and personnel records.

Comprehensive Needs Assessment (CNA)

The CISD Campus Improvement Planning/District Improvement Planning Committee is composed of representatives from all departments, parents, community members, and business members. Historical and current information has been shared with all stakeholders and the following needs have been identified by members of the Campus/District Improvement Planning Committee.

Areas of Concern:

I. Parent and Community Involvement:

A. Data Sources Reviewed:

1. Parent Survey
2. Translation
3. Parent/Family Involvement Activities
4. PFE Annual Title I Meeting

B. Summary of Strengths:

1. Elementary parent volunteers have increased.
2. Methods of parent outreach:
 - a. Mass Communication system.
 - b. District Facebook page
 - c. District website
 - d. District school application

C. Summary of Weaknesses/Needs:

1. Offer parent meetings at different times tied to a student activity (i.e. muffins with mom, etc.)
2. Video offerings of “how to” access student grade portal, etc.

D. Prioritized Needs:

1. Video offerings of “how to” access student grade portal, etc. to be posted on website.

II. Student Achievement, Curriculum, Instruction, and Assessment:

A. Data Sources Reviewed:

1. STAAR Data
2. Dual Credit Enrollment
3. Demographics
4. EOC data

B. Summary of Strengths:

1. Local STAAR results reflect SCISD students are performing above/same as Region 15 percentages.
2. Dual Credit course offerings.
3. Addition of C. N. A certification.

C. Summary of Weaknesses/Needs:

1. Support for influx in Special Education population.
2. STAAR Reading Improvement.
3. Writing – curriculum and STAAR.

D. Prioritized Needs:

1. Increase Special Education staffing – hire teachers.
2. Adopt “Writing w/o Tears and Contracted Professional development.

III. Staff Quality, Professional Development, Recruitment, and Retention:

A. Data Sources Reviewed:

1. T-TESS
2. Teacher Attendance
3. Equity Plan
4. Professional Development/Survey

B. Summary of Strengths:

1. The District allocates funding for professional development at the teachers’ requests.
2. Teacher attendance.

C. Summary of Weaknesses/Needs:

- 1 Professional Development for EL population.
2. Professional development outside Region 15.
3. Time and scheduling for Professional Learning Communities – sharing of ideas/methods, etc.

D. Prioritized Needs:

1. Professional Development specific to the needs of the EL population through Region 15 or outside agencies.
2. Professional Learning Communities at campus level – possibly Ruby Payne.

IV. District Commitments:

A. Data Sources Reviewed:

1. Technology
2. Curriculum/Instruction
3. Enrollment data
4. Staff Quality/Retention

B. Summary of Strengths:

1. Funding for teacher requested materials, etc.
2. Facilities
3. Financial Stability
4. Types of technology (i.e. ono-to-one, teacher computers, etc.)

C. Summary of Weaknesses/Needs:

1. Computer monitoring system (NetSupport) – rollout.
2. Teacher led technology training.

D. Prioritized Needs:

1. NetSupport access/use.
2. Campus-level Teacher led training.

V. School Context, Organization, Culture, and Climate:

A. Data Sources Reviewed:

1. Equity Plan/T-TESS
2. Discipline Data
3. Demographics/Teacher Attendance
4. Student/Parent/Teacher Surveys

B. Summary of Strengths:

1. Teacher attendance.
2. Student attendance.
3. Clean facilities.
4. Safety measures – magnetic doors, cameras, etc.
5. Vaping – proactive approach, informing parents in a timely manner.

C. Summary of Weaknesses/Needs:

1. Opportunities for assemblies addressing depression, mental health, etc.

D. Prioritized Needs:

1. Counselor will schedule assemblies to address mental health issues.

VI. College and Career Readiness:

A. Data Sources Reviewed:

1. STAAR/EOC data
2. Surveys/Discipline data
3. CTE enrollment
4. Graduation rates/Dual credit

B. Summary of Strengths:

1. CTE course offerings.
2. The district offers and pays for ACT testing, TSI testing, and CTE certification.
3. Number of students earning work-based certifications.

C. Summary of Weaknesses/Needs:

1. Develop Culinary Arts program
2. Continue to seek/offer current CTE courses and certification.
3. Student goal setting.
4. Digital Citizenship
5. Continue college/technical school visits beginning at Elementary grade levels.

D. Prioritized Needs:

1. adding Welding, CNA, and Microsoft work-based certifications opportunities.
2. Counselor will schedule college/technical school visits

Demographics

2017-2018 Enrollment:

14 – Kindergarten
12 – First Grade
25 – Second Grade
35 – Third Grade
19 – Fourth Grade
26 – Fifth Grade
28 – Sixth Grade
26 – Seventh Grade
21 – Eighth Grade
26 – Ninth Grade
20 – Tenth Grade
25 – Eleventh Grade
22 – Twelfth Grade

2017-2018 Ethnic Distribution:

0 (0.0%) – African American
134 (44.8%) – Hispanic
156 (52.2%) – White
0 (0.0%) – American Indian
0 (0.0%) – Asian
0 (0.0%) – Pacific Islander
9 (3.0%) – Two or More Races

2017-2018 Student Groups:

120 (40.1%) – Economically Disadvantaged
18 (6.0%) – English Language Learners
1 (0.6%) – Students with Disciplinary Placements
131 (43.8%) – Students Meeting "At-Risk" Criteria

2017-2018 Students per Teacher:

14.0 – Kindergarten
12.0 – First Grade
12.5 – Second Grade
16.0 – Third Grade
9.4 – Fourth Grade
12.6 – Fifth Grade

14.0 – Sixth Grade

12.8 – English/Language Arts

23.0 – Foreign Languages

14.0 – Mathematics

16.0 – Science

14.2 – Social Studies

2017-2018 Student Entollment by Program

18 (6.0%) Bilingual/ESL Education

118 (39.5%) Career & Technical Education

9 (3.0%) Gifted & Talented Education

29 (9.7%) Special Education

Federal Requirements - Schoolwide Program

ESSA Schoolwide

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

In accordance with the revised (12/10/15) 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

Sterling City School conducts a Title I Schoolwide Program on the campus. The Schoolwide Components are addressed in the District Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).
 - Goal #2: District Performance Objective Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #2: Technology Enriched Curriculum Strategy

2. Prepare a comprehensive Schoolwide Plan and Activities (SWP CIP).
 - Goal #1: Dropout Prevention Program Strategy
 - Goal #1: Career Guidance and Counseling Activity
 - Goal #2: Accelerated Instruction Strategy
 - Goal #2: Career Education Strategy
 - Goal #2: Professional Development Strategy
 - Goal #3: Safe Schools Initiatives Strategy
 - Goal #3: Counseling Responsive Services Strategy

3. Conduct outreach to parents and family members (SWP SPFE)
 - Goal #1: Parent and Family Engagement Strategy
 - Goal #1: Building Capacity for Involvement Strategy
 - Goal #1: Shared Responsibility for High Student Academic Achievement

Needs Assessment Summary

Sterling City School received State Accountability Ratings of A from TEA in 2019. The A Rating requires that the campus met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps.

Student Strengths and Needs:

Reading/ELA: 76% of All Students met or exceeded the Approaches Grade Level standard Reading. Passing rates for other subgroups ranged from 82% for White students to 36% for English Learners.

Math: 94% of All Students met or exceeded the Approaches Grade Level standard in Math. Passing rates for other subgroups ranged from 92% for White students to 67% for Special Education students.

Writing: Fourth and seventh grade students participated in the STAAR Writing test in 2019. 65% of All Students met or exceeded the Approaches Grade Level standard in Writing. Passing rates for other subgroups ranged from 69% for White students to 33% for Special Education students.

Science: Fifth and eighth through twelfth grade students participated in the STAAR Science test in 2019. 91% of All Students met or exceeded the Approaches Grade Level standard in Science. Passing rates for other subgroups ranged from 100% for White students to 78% for Special Education students.

Social Studies: Eighth through twelfth grade students participated in the STAAR Social Studies test in 2019. 74% of All Students met or exceeded the Approaches Grade Level standard in Social Studies. Passing rates for other subgroups ranged from 79% for White students to 61% for Hispanic students.

Interventions: Sterling City School has several programs in place to assist students. They include providing individualized instruction through computer programs, small group and one on one classroom assistance for students having difficulties.

Faculty and Staff: Professional development is encouraged for the staff, particularly focusing on areas where students are performing below district expectations. Teachers are given the opportunity to participate in professional development through the Region XV Professional Development Consortium as well as having the opportunity to attend conferences.

Dropout Rate: The dropout rate at Sterling City Secondary School is 0.0% for ninth through twelfth grades. Several programs, including parental involvement activities and counseling programs are in place to help decrease the dropout rate and increase the number of students graduating from high school.

Sterling City ISD
Política de participación de padres y familias del distrito
2019-2020

Sterling City ISD implementará las siguientes requisites legales:

El distrito escolar pondrá en funcionamiento programas, actividades y procedimientos para la participación de los padres en todas sus escuelas con los programas del Título I. Esos programas, actividades y procedimientos se planearán y operarán con una consulta significativa con los padres de los niños participantes.

El distrito escolar trabajará con sus escuelas para garantizar que las políticas requeridas de participación de los padres a nivel escolar cumplan con los requisitos del Título I, e incluyen, como un componente, un pacto entre los padres de la escuela.

El distrito escolar incorporará esta política de participación de los padres en todo el distrito en su plan del distrito.

Al cumplir con los requisitos de participación de los padres del Título I, en la medida de lo posible, el distrito escolar y sus escuelas brindarán oportunidades completas para la participación de los padres con hijos con dominio limitado del inglés, los padres con niños con discapacidades y los padres de niños migratorios, incluidos proporcionar información y reportes escolares en un formato comprensible y uniforme e, incluyendo formatos alternativos a solicitud, y, en la medida de lo posible, en un idioma que los padres entiendan.

El distrito escolar involucrará a los padres de los niños atendidos en las escuelas del Título I en las decisiones sobre cómo se gasta el uno por ciento de los fondos del Título I reservados para la participación de los padres, y garantizará que no menos del 95 por ciento de los gobiernos del uno por ciento reservado directamente a las escuelas.

El distrito escolar se regirá por la siguiente definición legal de participación de los padres, y espera que sus escuelas del Título I lleven a cabo programas, actividades y procedimientos de

acuerdo con esta definición:

La participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico del estudiante y otras actividades escolares, lo que incluye garantizar:

- (A) que los padres desempeñan un papel integral en la asistencia al aprendizaje de sus hijos;*
- (B) se anima a los padres a participar activamente en la educación de sus hijos en la escuela;*
- (C) que los padres son socios plenos en la educación de sus hijos y se incluyen, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;*

Declaración de propósito

La visión de Sterling City ISD es construir ciudadanos productivos con orgullo e integridad. También es nuestra visión fomentar la innovación a través de un ambiente atractivo y experiencias de aprendizaje auténticas. Para lograr este objetivo, el distrito desarrollará y mantendrá asociaciones con los padres/cuidadores, patrocinadores y miembros de la comunidad.

Se espera que todos los estudiantes trabajen para dominar el conocimiento esencial de Texas y los cursos de esqui (TEKS) . Sterling City ISO reconoce que algunos estudiantes necesitaran asistencia especializada para alcanzar su maximo potencial. El apoyo adicional esta disponible a traves de!

programa Titulo I y varios otros servicios educativos ofrecidos a traves de! Oistrito .
Ingreso de los padres en el desarrollo de la politica y el plan de mejora del distrito
Sterling City ISO brindara el siguiente apoyo en la planificacion e implementacion de actividades efectivas de participacion de los padres para mejorar el rendimiento academico de los estudiantes y el rendimiento escolar:

El Comite de Planificacion de! Oistrito de Sterling City ISO, compuesto por padres/ cuidadores, miembros de la comunidad y personal de la escuela, se reunira anualmente para revisar y actualizar el disefio y la implementacion de la Polftica de Participacion de los Padres y la Familia en funcion de la opinion de los padres y proporcionar informacion y sugerencias sobre los planes de la escuela. Polfticas y asignaciones presupuestarias .

El Oistrito enviara los comentarios de los padres sobre el Plan de Mejoramiento de! Oistrito de aquellos que no esten satisfechos con el plan.

Sterling City ISO tomara las siguientes acciones para involucrar a los padres en el desarrollo de las comunidades de! Oistrito Polftica de participacion de padres y familias:

Reclutar activamente a los padres/ asesores de la escuela para servir en los comites de! distrito y de! campus

Programe reuniones en horarios convenientes y ofrezca un numero flexible de reuniones, tales como reuniones en la mafiana o en la noche, y proporcione visitas a domicilio, ya que dichos servicios se relacionan con la participacion de los padres

Facilite la comunicacion entre los padres/ cuidadores y los campus de Tftulo I a traves de publicaciones en el sitio web, enviando cartas / notificaciones a casa con los estudiantes y utilizando sistemas de comunicacion masiva.

Los padres pueden hacer comentarios sobre el Plan de mejora del distrito asistiendo a las reuniones de la junta escolar .

La Polftica de participacion de los padres y la familia se distribuira a los padres en la noche de "Reunion con el maestro" , con informacion de orientacion para el regreso a la escuela y en las conferencias. Tambien estara disponible para los padres y la comunidad local en el sitio web de! Oistrito.

Reuniones anuales para padres de Titulo I

El Oistrito Escolar Independiente de Sterling City llevara a cabo al menos dos reuniones anuales para revisar los requisitos de la escuela Tftulo I, las polfticas, y servicios, asi como la Polftica de participacion de padres y familias. Se anima a los padres en la reunion anual. reuniones para participar en la revision, revision y actualizacion de la Polftica segun sea necesario. Las reuniones seran realizarse en un momento y lugar convenientes; aviso de las reuniones se proporcionara por escrito invitaciones a padres/ cuidadores, publicadas en el sitio web de! Oistrito, ya traves de avisos publicos. Traductores estara disponible para ayudar con padres/ cuidadores que no hablan ingles.

Numero flexible de reuniones

Los padres estan invitados a participar en una variedad de reuniones y actividades a lo largo del curso escolar. Tales reuniones se llevaran a cabo en varias ocasiones durante las horas de la mañana y la tarde. Cada año, en agosto, se lleva a cabo una noche de "Meet the Teacher" para brindar a los padres la oportunidad de visitar el salón de clases de sus hijos para informarse sobre las expectativas de nivel de grado. Para los padres que no pueden asistir a la noche de "Meet the Teacher", los maestros programaran conferencias individuales entre padres y maestros dentro de las primeras tres semanas de clases. Los padres estan invitados a participar en las conferencias de padres y maestros durante el año escolar para hablar sobre el progreso de sus hijos. Los padres pueden reunirse con los maestros antes y después de la escuela y durante los periodos de conferencia programados.

Edificio de Apacidad

Sterling City ISD desarrollara la capacidad de los padres y las escuelas para una fuerte participación de los padres con el fin de garantizar una participación efectiva de los padres y para apoyar una asociación entre las escuelas involucradas, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de lo siguiente :

Brindar asistencia a los padres para comprender los estándares y evaluaciones académicas del estado y brindar asistencia a los padres sobre cómo monitorear el progreso de un niño mediante la publicación de videos "cómo hacerlo" en el sitio web del Distrito que demuestran cómo los padres pueden acceder a Gradespeed y al Portal STAAR.

Brindar asistencia a los padres sobre cómo trabajar con los maestros para mejorar el rendimiento de sus hijos y proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos al proporcionar dos centros de "Recursos para padres" ubicados en los foyers de las oficinas en cada campus donde se pondra a disposición un boletín para padres del Título I y otros recursos relacionados con la alfabetización y cómo usar la tecnología.

Los miembros del personal serán actualizados sobre la importancia de la comunicación bidireccional entre los padres y la escuela durante las reuniones del personal durante todo el año escolar.

El Distrito deberá, en la medida de lo posible, coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y realizar otras actividades como los centros de recursos para padres.

Además, los comentarios de los padres se solicitarán a través de reuniones, una encuesta y conferencias de padres y maestros. Los padres pueden enviar solicitudes para otro apoyo razonable para las actividades de participación de los padres si completan un formulario de solicitud en línea. El formulario de solicitud se publica en el sitio web del Distrito.

Sterling City ISD tomara medidas razonables para garantizar que los padres con un ingles limitado tengan acceso significativo para participar en reuniones, programas y actividades. El Distrito proporcionara traductores a solicitud de los padres y documentos escritos, como el Plan de Mejora del Distrito, el C6digo de Condu cta del Estudiante , el Compacto del Tftulo I y la Politica de Participaci6n de los Padres y la Familia se traduci ran al espaciol. Los documentos traducidos se pueden ver en el sitio web del Distrito y estan disponibles en las ofic inas del campus. Cuando se necesita la traducci6n de documentos, Sterling City ISD los traducira mediante el uso de traductores bilingi.ies del personal, la traducci6n de Google o el uso de la opci6n de traducci6n en el sitio web del Distrito.

Comunicaciones del personal / padres

Los padres/ cuidadores seran informados de las actividades escolares a traves de varias vias de comunicaci6n a lo largo del aiiio escolar; Se les consultara en el diseiio, desarrollo e implementaci6n del programa Titulo I. Se utilizaran notas de los maestros, conferencias, contactos personales, llamadas telef6nicas y avisos escritos para establecer y mantener lineas abiertas de comunicaci6n con los padres/ cuidadores. Los traductores estaran disponibles y / o la informaci6n del Titulo I se proporcionara tanto en ingles como en espaciol. El Distrito se pondra en contacto y proporcionara un traductor bilingi.ie del personal para interpretar la comunicaci6n verbal y escrita. Los documentos traducidos se pueden ver en el sitio web del Distrito y estan disponibles en las oficinas del campus. Cuando se necesita la traducci6n de documentos, Sterling City ISD lo traducira mediante el uso de traductores bilingi.ies del personal, la traducci6n de Google o el uso de la opci6n de traducci6n en el sitio web del Distrito.

Sterling City ISD comunicara las expectativas curriculares y de evaluaci6n, los niveles de competencia que se espera que alcancen los alumnos y las descripciones y explicaciones del currfculo del Distrito de manera oportuna. El Distrito utiliza una variedad de medios de comunicaci6n tales como el Manual del Estudiante, la noche de "Conozca al maestro", el sitio web de la escuela, las carpetas de los estudiantes, las conferencias de padres y maestros, las reuniones de ARD/ LPAC, las notas individuales/ llamadas telef6nicas, las encuestas, las boletas de calificaciones, los informes de progreso, Blackboard Connect y el peri6dico local para solicitar la participaci6n de los padres y brindar informaci6n importante sobre el rendimiento estudiantil.

Compacto de la escuela y los padres

Sterling City ISD desarrollara conjuntamente con los padres un Acuerdo entre padres, maestros y estudiantes. Este acuerdo proporcionara un esquema para permitir que la escuela y los padres/ cuidadores compartan la responsabilidad por el rendimiento y el exito de los estudiantes. Este acuerdo explica c6mo los estudiantes, los padres/ cuidadores y el personal compartiran la responsabilidad de promover el logro estudiantil. Se anima a los estudiantes y padres a discutir los contenidos del compacto. Los pactos seran discutidos durante las conferencias de padres y maestros. Los acuerdos se discutirán anualmente en las conferencias de padres y maestros que se llevan a cabo en el nivel de Primaria.

Evaluaci6n

Sterling City ISO conducira una evaluaci6n anual de la politica y la eficacia de las polft icas de participaci6n de los padres y la familia a traves de una encuesta de padres. El Distrito utilizaralos hallazgos de la evaluaci6n para identificar estrategias mas efectivas para la participaci6n de los padres/ familias y para revisar las politicas, si es necesario. La evaluaci6n tambien ayudara a identificar las barreras para la participaci6n de los padres/ familias, identificar las necesidades de los padres/ familias para ayudar con el aprendizaje de sus hijos e identificar estrategias para apoyar las interacciones exitosas entre la escuela y la familia.

(Revisado y revisado el 5/13/2019)

**Sterling City ISD
District Parent and Family Engagement Policy
2019-2020**

Sterling City ISO will implement the following statutory requirements:

The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school district will work with its schools to ensure that the required school-level parental involvement policies meet the Title I requirements, and include, as a component, a school parent compact.

The school district will incorporate this district-wide parental engagement policy into its district plan.

In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

Statement of Purpose

Sterling City ISD's vision is to build productive citizens with pride and integrity. It is also our vision to encourage innovation through an engaging atmosphere and authentic learning experiences. To accomplish this objective, the district will develop and maintain partnerships with parents/caregivers, patrons, and community members.

All students will be expected to work toward mastering grade-level Texas Essential Knowledge and Skills (TEKS). Sterling City ISO acknowledges some students will need specialized assistance to achieve their full potential. Extra support is available through the Title I program and various other educational services offered through the District.

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Parent Involvement in Developing the Policy and the District Improvement Plan

Sterling City ISD will provide the following support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

The Sterling City ISD District Planning Committee comprised of parent s/caregivers, community members and campus personnel will meet annually to review and update the design and implementation of the Parent and Family Engagement Policy based on parent input and provide feedback and input on campus plans, policies and budget allocations.

The District will submit any parent comments on the District Improvement Plan from those who are not satisfied with the plan.

Sterling City ISD will take the following actions to involve parents in the joint development of the District's Parent and Family Engagement Policy:

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Actively recruit parents/caregivers to serve on district and campus committees

Schedule meetings at convenient times and offer a flexible number of meetings, such as meetings in the morning or evening, and provide home visits, as such services relate to parental involvement

Facilitate communication between parents/caregivers and Title I campuses through website postings, sending letters/notifications home with students, and utilizing mass communication systems.

Parents can make comment on the District Improvement Plan through attendance at school board meetings.

The Parent and Family Engagement Policy will be distributed to parents at "Meet the Teacher" night, with back to school orientation information, and at teacher conferences. It will also be made available for parents and the local community on the District's website.

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Annual Meetings for Title I Parents

Sterling City ISD will hold at least two annual meeting to review the Title I school requirements, policies and services as well as the Parent and Family Engagement Policy. Parents are encouraged at the annual meetings to be involved in reviewing, revising, and updating the Policy as necessary. The meetings will be held at a convenient time and location; notice of the meetings will be provided through written invitations to parents/caregivers, posted on the District's website, and through public notices. Translators will be available to help with non-English speaking parents/caregivers.

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Flexible Number of Meetings

Parents are invited to participate in a variety of meetings and activities throughout the course of the school year. Such meetings will be held at various times during the morning and evening hours. A "Meet the Teacher" night is held each year in August to provide parents the opportunity to visit their child's classroom to become informed about grade level expectations. For parents who are unable to attend "Meet the Teacher" night, teachers will schedule individual parent-teacher conferences within the first three weeks of school. Parents are invited to participate in parent-teacher conferences throughout the school year to discuss their child's progress. Parents may meet with teachers before and after school and during scheduled conference periods.

When translation of documents is needed, Sterling City ISD will translate documents through the use of bilingual staff translators, Google translation, or through the use of the translation option on the District's website.

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Sterling City ISD will communicate curricular and assessment expectations, proficiency levels students are expected to meet, and descriptions and explanations of the District's curriculum in a timely manner. The District uses a variety of communication means such as the Student Handbook, "Meet the Teacher" night, School Website, Student Folders, Parent-Teacher Conferences, ARD/LPAC Meetings, Individual Notes/Phone Calls, Surveys, Report Cards, Progress Reports, Blackboard Connect, and the local newspaper to solicit parent participation and deliver important information concerning student achievement.

School-Parent Compacts

Sterling City ISD will jointly develop with parents a Parent-Teacher-Student Compact. This compact will provide an outline to enable the school and parents/caregivers to share responsibility for student performance and success. This compact explains how students, parents/caregivers, and staff will share responsibility for promoting student achievement. Students and parents are encouraged to discuss the contents of the compact. Compacts will be discussed during parent-teacher conferences. Compacts will be discussed annually at parent-teacher conferences held at the Elementary level.

Evaluation

Sterling City ISD will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement policies through a parent survey. The District will use the findings of the evaluation to identify more effective strategies for parent/ family involvement and to revise the policies, if necessary. The evaluation will also help identify barriers to participation by parents/families, identify needs of parents/ families to assist with the learning of their children, and identify strategies to support successful school and family interactions.

(Reviewed and Revised 5/13/2019)

Priority for Service (PFS) Action for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ⊗ Who have made a qualifying move within the previous 1-year period; <p><u>ANQ</u></p> <ul style="list-style-type: none"> ● Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ⊗ Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ⊗ Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> < For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District:
Sterling City ISD

Region:
15

Priority for Service (PFS) Action Plan

Filled Out By:
ESC Staff

Date:
08/01/2019

School Year: 2019_ - 2020_

Note: Title L Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

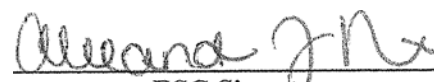
<p>Goal(s):</p> <p>To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.</p>	<p>Objective(s):</p> <p>100% of PFS students will have access to supplemental instructional and support services.</p> <p>100% of parents of PFS students will be informed of their child's academic progress and the instructional services provided.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<p>Monitor the progress of MEP students who are on PFS.</p>			
<p>m Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</p>	<p>July 1- Aug 30</p>	<p>Migrant System Operator District Migrant contact</p>	<p>Monthly PFS Reports</p>
<p>m Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</p>	<p>July 1 -Aug. 30</p>	<p>ESC Migrant Dept. District Migrant Contact</p>	<p>Signed PFS Action Plan</p>
<p>Additional Activities</p>			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the Progress and determine needs of PFS migrant student .			
ii During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	July 1- Aug 30	ESC Migrant Dept. District Migrant Contact	PFS Action Plan Sign In Sheet/Roster Email Doc. Monthly PFS Reports
m During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priorit for Service criteria.	July 1 -Aug 30	District Migrant Contact ESC Staff	Agenda Sign-In Sheet
ii During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	July 1 -Aug 30	Migrant System Operator District Migrant Contact	PFS Home Visit Form
Additional Activities			
Provide services to PFS migrant students.			
mi The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	July 1- Aug 30	ESC Migrant Dept. District Migrant Contact	PFS Reports Email Documentation
iiii The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	July 1 -Aug 30	ESC Migrant Dept. District Migrant Contact	Email Documentation Community Resource List
m The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	July 1-Aug 30	ESC Migrant Dept. District Migrant Contact	Student Participation List, Invoices, Sign In Sheets
Additional Activities			


 LEA Signature

8-5-19
 Date Completed


 ESC Signature

9/23/19
 Date Received

District Improvement Plan
Sterling City ISD 2019-2020

Goal: 1 Sterling City ISD will reduce academic gaps among students populations while increasing overall state assessment results. (SWP CIP, SPFE) [TEC §4.001 (b)(1)(2)(3)]						
Objective(s): PK-12th Less than 1% of all students will drop out of school during the 2019-2020 school year.						
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 and the Student/Parent Handbook, during open house and during parent meetings.</p> <p>An incentive based program is in place based on six weeks attendance records. Awards are given yearly and at the end of semesters.</p> <p>High School students may receive exceptions from elective courses and will be able to participate in field trips.</p> <p>Parents will be contacted after a student has had three consecutive absences.</p> <p>A Saturday School will be provided for students in grades 6 – 12 who need instructional time as determined by the attendance committee for the 90% attendance requirement.</p> <p>The Principals will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p>	<p>8/2019 - 5/2020</p>	<p>Secondary Principal - Ty Stevens Elementary Principal - Jami Keele</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Documents :Parent Contact Logs - 08/19: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Documents :Parent Contact Logs - 12/19: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	<p>Through the use of positive reinforcements, Sterling City ISD faculty will encourage academic growth and increased student attendance.</p>	<p>Documents :Attendance Records - 05/20: Attendance records will indicate that all students and all student groups have an attendance rate of at least 95%.</p> <p>Documents :Parent Contact Logs - 05/20: Contact with 100% of parents/guardians of students who have excessive absences.</p>

Goal: 1 Sterling City ISD will reduce academic gaps among students populations while increasing overall state assessment results. (SWP CIP, SPFE) [TEC §4.001 (b)(1)(2)(3)]						
Objective(s): PK-12th Less than 1% of all students will drop out of school during the 2019-2020 school year.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Pregnancy Related Services - Pregnant students are eligible to receive Pregnancy Related Services (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.</p> <p>The district will also provide Compensatory Education Home Instruction (CEHI) for any identified pregnant students. The certified teacher serving as the CEHI instructor will maintain a log of home instruction during the days or weeks the students receives CEHI.</p> <p>Counseling services are provided for the students, staff, and parents. They include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities, and coping skills.</p>	8/2019 - 5/2020	Counselor - Stephanie Stafford	Local Funds - Time Contribution of CEHI Instructor	Documents :School Records - 12/19: School records document PRS entry date and services provided.	Students who are pregnant or are parents will have the same opportunity to meet the challenging State student performance standards that all students are expected to meet.	Documents :School Records - 05/20: 100% Completion Rate.

Goal: 1 Sterling City ISD will reduce academic gaps among students populations while increasing overall state assessment results. (SWP CIP, SPFE) [TEC §4.001 (b)(1)(2)(3)]

Objective(s): PK-12th Less than 1% of all students will drop out of school during the 2019-2020 school year.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten and continue through high school. Through enhanced dropout prevention efforts, 100% of Sterling City ISD students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials, Computer Labs and summer programs to assist them in their academic success. An Alternative Education Program is available through a share service arrangement with Fairview ISD.</p> <p>Students in grades 10 – 12 who are deficient in credits required for graduation will be provided an opportunity to participate in a Credit Recovery class. Students will use the Odysseyware program, which is an individualized self-paced computer program.</p> <p>Students will also have the opportunity to enroll in the Texas Virtual School Network (TXVSN), which provides on-line instruction to public school students.</p>	<p>8/2019 - 5/2020</p>	<p>Secondary Principal - Ty Stevens Elementary Principal - Jami Keele</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Documents :Attendance Records - 12/19: Attendance rate at 95%, or above.</p> <p>Informal Assessment :Classroom Assessments - 12/19: 80% of students will pass campus benchmark tests in all subjects.</p>	<p>Increased student achievement</p>	<p>Informal Assessment :Classroom Assessments - 05/20: 90% of students will pass all end of year campus benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/20: 79% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 1 Sterling City ISD will reduce academic gaps among students populations while increasing overall state assessment results. (SWP CIP, SPFE) [TEC §4.001 (b)(1)(2)(3)]						
Objective(s): PK-12th Less than 1% of all students will drop out of school during the 2019-2020 school year.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Extra Curricular Activities - Sterling City ISD offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in.</p> <p>A comprehensive Athletic program is available at Sterling City School, ensuring that each student has an opportunity to pursue the sport(s) in which they are most talented and/or interested - young men and women alike. Students are encouraged to participate in UIL athletic competition.</p> <p>Sports available include Football, Basketball, Volleyball, Golf, Tennis, Cross Country, Track and Cheerleading.</p> <p>Students have a variety of clubs and organizations available to them to ensure they develop into goal-oriented and well rounded individuals, and develop social skills and leadership skills. These organizations include National Honor Society, Yearbook, FFA and FCCLA.</p> <p>Sterling City School's UIL activities are available to students to ensure they develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents, social skills and leadership. Students are recruited and encouraged to participate in all the extra-curricular activities that are available.</p>	8/2019 - 5/2020	Secondary Principal - Ty Stevens Athletic Director - Trey Sisco	Local Funds - Time Contributions of Staff and Faculty		Students will become more diversified, goal-oriented and well-rounded individuals.	Informal Assessment :Classroom Assessments - 05/20: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play) Documents :Student Records- 05/20: Increase in the number of participants in extra-curricular activities.

District Improvement Plan
Sterling City ISD 2019-2020

Goal: 1 Sterling City ISD will reduce academic gaps among students populations while increasing overall state assessment results. (SWP CIP, SPFE) [TEC §4.001 (b)(1)(2)(3)]						
Objective(s): PK-12th Less than 1% of all students will drop out of school during the 2019-2020 school year.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Ancillary Services - Sterling City ISD provides Ancillary Services or "related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school".	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Local Funds - Time Contributions of Ancillary Staff	Documents :School Records - 12/19: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field."	Informal Assessment :Classroom Assessments - 05/20: 90% of students will pass EOY benchmark tests. Criterion-Referenced Test :STAAR Tests - 05/20: 79% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

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<p>Activity:</p> <p>Career Guidance and Counseling (SWP CIP) - The counselor 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;</p> <p>*Personal-Social: Development of healthy self-concepts and development of adaptive and adjusted social behavior.</p> <p>The Counselor 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</p>	8/2019 - 5/2020	Counselor - Stephanie Stafford	Local Funds - Time Contributions of Counselor	Documents :Lesson Plans - - 12/19: Lesson plans will detail activities that will provide information about career opportunities.	Increased student awareness about different career fields.	Documents :Student Records - - 05/20: All students will have ideas of potential careers and goals to prepare themselves with successful high school and post secondary studies.

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<p>graduation or college credits.</p> <p>Classroom instruction is also integrated with activities that emphasize career opportunities and staff members will spend time with individual students discussing careers and career paths. Career Investigation is offered through classroom instruction by means of interdisciplinary, thematic or other appropriate instructional modules or arrangements.</p> <p>Activity:</p> <p>Homeless Services - The Sterling City ISD Homeless Liaison will work with the district administrators, 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. Sterling City ISD will be in compliance with federal Homeless regulations.</p>	8/2019 - 5/2020	Compliance Director - Michele Guetersloh	Federal - Title I, Part A - Homeless Resources \$50.00		No student will suffer an interruption in their education because of homelessness.	Documents :School Records - - 05/20: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.

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<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Sterling City 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 campuses, on the website, in the Student Handbook, and at parent meetings. It is distributed in English.</p>	8/2019 - 5/2020	Superintendent - Bob Rauch Compliance Director - Michele Guetersloh Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Local Funds - Time Contributions of Parents and Staff Federal - Title IV, Part A SSAEP - Parent, Family Engagement Conference \$4,000.00	Documents :Parent Contact Logs- Monthly: Increase in parents attending Sterling City ISD activities as communication increases between teachers and parents.	Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Contact Logs- 05/20: 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.

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<p>Stakeholders are notified through the Sterling City ISD website, marquee postings, newsletters, emails, phone calls, personal contacts and folders/letters from the district 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 meetings will be scheduled at a convenient time and location.</p> <p>Parents will be invited to come and a Public Notice will be posted.</p> <p>Strategy: 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>	8/2019 - 5/2020	Compliance Director - Michele Guetersloh Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Contact Logs- 06/20: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

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<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations, 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. 	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Local Funds - Time Contributions of Staff and Community	Documents :Parent Contact Logs- 12/19: An increase in community and parent involvement activities as compared to the previous year.	Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Contact Logs- 05/20: 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.

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<p>Strategy:</p> <p>District Planning Committee - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the Planning Committee will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The committee will play an integral role in the planning, development and evaluation of the educational system of Sterling City School. Through the activities of the committee, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Sterling City ISD.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2019 - 5/2020	Compliance Director - Michele Guetersloh Secondary Principal - Ty Stevens Superintendent - Bob Rauch Elementary Principal - Jami Keele	Local Funds - Time Contributions of Committee Members	Documents :Agendas, Meeting notes, Sign-in sheets- 12/19: Planning Committee minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed.	Increased student achievement.	Documents :Agendas, Meeting notes, Sign-in sheets- 05/20: A current DIP has been approved by the Sterling City ISD Board of Trustees.

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<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the Planning Committee, 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 Planning Committee are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the District Improvement Plan.</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 program and other federal, state and local programs.</p> <p>Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, and compliance and accountability.</p>	8/2019 - 5/2020	Compliance Director - Michele Guetersloh Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Federal - Title I, Part A - SECCA, Inc Consulting Services <p style="text-align: right;">\$1,205.00</p> Federal - Title IV, Part A SSAEP - SECCA, Inc Consulting Services <p style="text-align: right;">\$800.00</p> Federal - Title II, Part A - SECCA, Inc Consulting Services <p style="text-align: right;">\$800.00</p> State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services <p style="text-align: right;">\$5,377.00</p>	Documents :Agendas, Meeting notes, Sign-in sheets - - 12/19: Sterling City Planning Committee agendas and minutes reflect a continued monitoring of the Title I Program.	Sterling City ISD will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documents :School Records - - 05/20: Sterling City School will receive the State Accountability Rating of B or above.
<p>Strategy:</p> <p>Evaluation of Parent and Family Engagement - Parent and Family Engagement in Sterling City ISD is monitored and evaluated by the Administrative team. Surveys, including questions about the effectiveness of the program, will be distributed and the results tabulated. Teacher surveys and teacher contact records will be used to determine the number and kinds of interaction between school and parents. The District Planning committee will revise the District Parent and Family Engagement policy based on the results of this annual review.</p>	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele Compliance Director - Michele Guetersloh	Local Funds - Surveys	Documents :Parent Contact Logs - 12/19: An increase in Parent and Family Engagement activities as compared to the previous year.	Parents as full partners in the educational system of Sterling City ISD.	Documents :Parent Contact Logs - 05/20: A review of Parent and Family Engagement records indicates that a greater number of parents and community members were involved in the educational system of their students.

District Improvement Plan
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<p>Goal: 2 Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP) [TEC §4.001 (b)(4)(6)(7)(9)(10)]</p>						
<p>Objective(s): PK-12th Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Writing, Social Studies and Science by May 2020.</p> <p>PK-12th Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>District Performance Objectives (SWP CNA) - The Superintendent and Chair of the District Planning Committee will assist the Planning Committee with guidance in setting the campus performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p> <p>The Planning Committee meets to review the 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>Sterling City School will adopt performance objectives reflective of its students' unique needs.</p>	8/2019 - 5/2020	<p>Superintendent - Bob Rauch Compliance Director - Michele Guetersloh Secondary Principal - Ty Stevens Elementary Principal - Jami Keele</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Informal Assessment :Classroom Assessments - 12/19: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - 05/20: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/20: 87% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Sterling City ISD participates in the State-Developed Testing Program. The program includes the administration of the State of Texas Assessments of Academic Readiness (STAAR) in Math and Reading (grades 3 – 8), Writing (grades 4, 7), Science (grades 5, 8) and Social Studies (grade 8).</p> <p>The STAAR program at the secondary level will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments. The STAAR EOC assessments will be administered to students in grades 9 through 12.</p> <p>The STAAR program 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>	1/2020 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Local Funds - Testing Materials	Informal Assessment :Classroom Assessments - 12/19: 80% of students will pass campus benchmark tests.	Increased academic performance by all students and all student groups.	Criterion-Referenced Test :STAAR Tests - 05/20: 79% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Foundation Program (SWP CNA) - The Sterling City ISD PK – 12 curriculum is based on the Texas Essential Knowledge and Skills (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 Sterling City ISD.</p>	8/2019 - 5/2020	Superintendent - Bob Rauch Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Local Funds - Time Contributions of Staff and Faculty Local Funds - Instructional Resources	Informal Assessment :Classroom Assessments - 12/19: 80% of students will pass campus benchmark tests.	Increased academic performance by all students and all student groups.	Informal Assessment :Classroom Assessments - 05/20: 90% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/20: 79% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Foundation Assessments - Students in PK - 2 will be administered iStation assessments 3 times a year to determine specific strengths and weaknesses in the development of reading skills; Think Through Math will be used to assess math skills. Students in grades 3 - 5 will be administered STAAR practice questions to identify STAAR instructional needs. Envision Math and iStation will also be used to assess math skills. Students in grades 6 – 12 will be administered STAAR practice materials.	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.	Increased academic performance by all students and all student groups.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/20: The percent of students in grades 4 - 10 who will earn a progress measure of a 1 or 2 in reading will improve from 56% to 59% by June 2020. Criterion-Referenced Test :STAAR Tests - - 05/20: 79% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

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<p>Strategy:</p> <p>Accelerated Instruction (SWP CIP) - Sterling City 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.</p> <p>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.</p> <p>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.</p>	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Coordinated Funds - See Individual Activities		Students “at risk of dropping out of school” 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.	Documents :Student Records - 05/20: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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<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 programs, based on the percentage of students at risk of dropping out of school to the total enrollment.</p> <p>The teachers will assess each student before placement using instructional materials and will modify instruction as necessary.</p> <p>The teachers will ensure that each student is working at appropriate software levels and that those levels are modified as necessary using learning styles strategies. The teachers will have other assessment data available as a resource tool in determining which skills students are in need of supplemental assistance.</p>	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	State - State Compensatory Education (SCE) - Time Contributions of Staff FTE: 2.50 <p style="text-align: right;">\$144,299.00</p> Federal - Title I, Part A - Supplemental Site Licenses and Programs <p style="text-align: right;">\$13,500.00</p>	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students in grades K - 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - - 05/20: 79% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Activity:</p> <p>Summer School Program - Students who have either failed a course or did not meet the standard on a STAAR test will be provided instruction in English, Math, Science, and Social Studies by certified teachers during a summer session.</p>	June 2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Federal - Title I, Part A - Time Contributions of Summer School Staff <p style="text-align: right;">\$1,452.80</p>		Increased students achievement.	Informal Assessment :Classroom Assessments - - 06/20: Students will receive on-time credit accrual and promotion to the next grade.
<p>Activity:</p> <p>Individualized Instruction - The individualized instruction aide will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aides will assist students with subject mastery in Reading, Math, Science and/or Social Studies.</p>	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Federal - Title I, Part A - Time Contributions of Instructional Aide FTE: 1.00 <p style="text-align: right;">\$30,000.02</p>	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/20: 79% of students in grades 3 - 12 will pass all appropriate grade-level and subject area STAAR tests.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: 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).	8/2019 - 5/2020	Compliance Director - Michele Guetersloh Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Local Funds - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - 12/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Increased student achievement. Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - 05/20: 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.

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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>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) §29.024, 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>	8/2019 - 5/2020	Counselor - Stephanie Stafford Special Programs - Brettnie Irby Special Education Director/Teacher - Sara Miller	Local Funds - Assessment Instruments and Testing Materials	Documents :Counselor Records - - 12/19: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed 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.	Criterion-Referenced Test :STAAR Tests - - 05/20: 100% of the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs.

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<p>Activity:</p> <p>Modifications for SPED Students - Supplementary aids and services specified in the student's IEP, are based on student need, are consistently implemented and result in placement in less restrictive settings, as dictated by IEPs.</p> <p>Sterling City ISD provides a continuum of placement options at all levels. A Content Mastery center is available for students who may need additional assistance in any of the core subject areas. Other instructional arrangements include Inclusion classrooms, pullout classes, tutorials for all students and Web-based instruction. Placement decisions are driven by student need and LRE considerations.</p> <p>Reevaluation will occur no less than every three years. School personnel, parents and professionals will evaluate the student's progress. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	State - Special Education Block Grant - Time Contribution of Special Education Staff \$414,885.00	Informal Assessment :Classroom Assessments - - 12/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/20: 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.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Related Services - Sterling City ISD ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes. 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. These services are provided by the Small Schools Cooperative, which includes Sterling City ISD as a member.	8/2019 - 5/2020	Special Education Director/Teacher - Sara Miller	Local Funds - Time Contributions of Related Services Personnel		Students with disabilities 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 children are expected to meet.	Documents :Student Records - - 05/20: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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Activity: Transition Services - Sterling City ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055. 1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program). 2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.	8/2019 - 5/2020	Special Education Director/Teacher - Sara Miller	Local Funds - Time Contributions of ARD Committee		Students with disabilities are involved in a comprehensive and holistic educational system and 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, and that their transition from school to work will provide them equitable opportunities to become self-sufficient.	Documents :Counselor Records - - 05/20: Monitoring of students participating in Transition activities indicate that all elements are being implemented as dictated by regulation and IEPs.

District Improvement Plan
Sterling City ISD 2019-2020

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Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Sterling City 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 with each school district and talk with each contact person, * develops 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.	8/2019 - 5/2020	Compliance Director - Michele Guetersloh	Local Funds - Resources for Child find Effort		100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.	Documents :District Records - - 05/20: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required.
Strategy: English as a Second Language (ESL) Program - Sterling City ISD offers an English as a Second Language 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 English as a second language 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.	8/2019 - 5/2020	Special Programs - Brettnie Irby	Local Funds - Time Contributions of Staff and Faculty	See Activities Below	Narrowing the achievement gap between EL and non-EL.	See Activities Below

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<p>Activity:</p> <p>Assessment for EL - 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 1st grade students; LAS Links (listening, speaking, reading, & writing components) will be administered to students in 2nd through 12th grade.</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 intervention.</p>	8/2019 - 5/2020	Special Programs - Brettinie Irby	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/19: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.	Narrowing the achievement gap between EL and non-EL.	Informal Assessment :Classroom Assessments - - 05/20: 90% of students passing formal and informal assessment instruments. Criterion-Referenced Test :STAAR Tests - - 05/20: 79% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

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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>Modifications for ESL Students - The LPAC reviews each EL's progress at the end of the school year in order to determine future appropriate placement.</p> <p>Based on LPAC prescription, Sterling City ISD EL participate in Content-based ESL program with the purpose of developing competence in English. Students will be served by a full-time teacher certified to provide supplementary instruction for all content area instruction. Technology, including Imagine Learning and Rosetta Stone, is used to accelerate the development of language skills.</p> <p>The ESL Teacher and classroom Teachers collaborate regarding appropriate instruction for the EL, including modification methods and strategies for instruction of the core curriculum.</p>	8/2019 - 5/2020	Special Programs - Brettnie Irby	State - Bilingual Education Block Grant - Time Contributions of Staff and Faculty \$10,851.00	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.	Narrowing the achievement gap between EL and non-EL.	Criterion-Referenced Test :STAAR Tests - - 05/20: 79% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

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<p>Activity:</p> <p>Program Exit Criteria - A student may not be exited an ESL program in prekindergarten or kindergarten. (TAC 89.1226j)</p> <p>Exit criteria are applicable to students at the end of 1st grade - 12th grade 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> <ul style="list-style-type: none"> * English Language Proficiency: Grades 1 – 12 – Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing. * 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. * the results of a subjective teacher evaluation using the state's standardized rubric. <p>The LPAC will monitor students who exit the ESL program for four 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>	8/2019 - 5/2020	Special Programs - Brettnie Irby	Local Funds - Time Contributions of LPAC Committee	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus benchmark tests.	Students exiting EL designation by LPAC. Narrowing the achievement gap between EL and non-EL.	Criterion-Referenced Test :STAAR Tests - - 05/20: 79% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

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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. Strategy: Gifted and Talented (G/T) Program - Sterling City ISD has adopted a process for identifying and serving gifted and talented 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.	8/2019 - 5/2020	Counselor - Stephanie Stafford	State and Local Funds - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - 12/19: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Criterion-Referenced Test :STAAR Tests - 05/20: 100% of the G/T students in grades 3 - 12 will pass each STAAR assessment instrument taken.

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<p>Activity:</p> <p>Assessment for the Gifted and Talented Program - New Students are identified for eligibility and nominated for the Gifted and Talented program throughout the school year. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Referrals for assessment are made by staff, parents, and community members.</p> <p>Assessment instruments include: 1) Nagliere – Nonverbal Ability Test to assess general reasoning ability in children and adolescents 2) Terra Nova Assessment 3) Slocumb Payne Teacher Perception Inventory 4) Parent surveys</p> <p>Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.</p>	8/2019 - 5/2020	Counselor - Stephanie Stafford	State and Local Funds - Assessment Instruments and Testing Materials		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documents :Counselor Records - - 05/20: 100% of students nominated for gifted and talented have been screened and if identified, receive services commensurate with their abilities.

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<p>Activity:</p> <p>Modifications for G/T Students - The G/T Program at Sterling City ISD offers differentiated instruction to identified G/T students in Language Arts, Math, Science and Social Studies. Advanced classes and Dual Credit Classes are available to students in grades 9 - 12.</p> <p>Students participate in project based learning in the classroom.</p> <p>The teacher will have completed the 30 hours of required approved G/T training and will attend an annual 6 hour update training.</p> <p>Strategy:</p> <p>Dyslexia Program - Sterling City 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" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p>	<p>8/2019 - 5/2020</p>	<p>Secondary Principal - Ty Stevens Elementary Principal - Jami Keele</p>	<p>State and Local Funds - Time Contributions of Staff and Faculty</p>	<p>Informal Assessment :Classroom Assessments - - 12/19: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.</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>Criterion-Referenced Test :STAAR Tests - - 05/20: 100% of the G/T students will pass each STAAR assessment instrument taken.</p>
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Activity: Dyslexia Assessment - Assessment of students for dyslexia is done by the Dyslexia Coordinator. Students are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. These include: * GORT — Gray Oral Reading Test: measures growth in oral reading. * TWS - Test of Written Spelling. * CTOPP — Comprehensive Test of Phonological Processing: Assesses phonological awareness, phonological memory, and rapid naming. * WRMT — Woodcock Reading Mastery Test. The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.	8/2019 - 5/2020	Special Programs - Brettnie Irby	State and Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/19: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	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.	Criterion-Referenced Test :STAAR Reading Test - - 05/20: 79% of students in grades 3 - 8 will pass the STAAR Reading tests. Criterion-Referenced Test :STAAR Tests - - 05/20: 79% of students in grades 9 - 12 will pass the STAAR English I or English II End of Course exams

District Improvement Plan
Sterling City ISD 2019-2020

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Activity: Dyslexia Modifications - In Sterling City ISD, students who are identified as dyslexic are provided a reading intervention program that is individualized to meet the unique learning needs of the student. 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. The program that is used is the Dyslexia Intervention Program (DIPS). DIPS is based on the structured, sequential alphabetic phonics teaching strategy and includes all the components of the alphabetic principle: reading, writing, spelling and study skills.	8/2019 - 5/2020	Special Programs - Brettinie Irby	State and Local Funds - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will demonstrate improved reading and comprehension skills.	Increased student achievement.	Criterion-Referenced Test :STAAR Reading Test - - 05/20: 79% of students in grades 3 - 8 will pass the STAAR Reading tests. Criterion-Referenced Test :STAAR Tests - - 05/20: 79% of students in grades 9 - 12 will pass the STAAR English I and English II End of Course exams.

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Strategy: 504 Program - 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. The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data. 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. 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). STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.	8/2019 - 5/2020	Special Programs - Brettnie Irby	State and Local Funds - Time Contributions of Staff and Faculty		504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.	Documents :Counselor Records - 05/20: 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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Strategy: Career Education (SWP CIP) -Sterling City School offers CTE programs at the High School 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.	8/2019 - 5/2020	Secondary Principal - Ty Stevens	State - Career and Technology Education Block Grant - Time Contributions of CTE Staff \$143,930.00	Informal Assessment :Classroom Assessments - 12/19: 70% of students participating in Career and Technology classes will be at least at 80% content mastery for each course.	Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.	Informal Assessment :Classroom Assessments - 05/20: Students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.

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Objective(s): PK-12th Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Writing, Social Studies and Science by May 2020. PK-12th Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Enriched Curriculum (SWP CNA) - A comprehensive needs assessment indicates the need to explore options to provide secure streaming access. 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. Activities include: 1) Using instructional program "LLI" for drill and reinforcement exercises, that complements individualized self-paced progression. 2) Using computer software and Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. 3) Sterling City School now has an one-to-one iPad initiative; mobile MacBook carts available in the library for checkout and a variety of grade-level Apple Apps that can be used to enhance instruction.	8/2019 - 5/2020	Technology Director - Dow Ferguson	Federal - Title IV, Part A SSAEP - Technology Support \$1,300.00	Documents :School Records - 12/19: Appropriate hardware and software will be available in classrooms, labs and the libraries so that teachers may begin training on integrating technology into instruction.	The educational system of Sterling City 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.	Criterion-Referenced Test :STAAR Tests - 05/20: 79% of students in grades 3 - 12 will pass the appropriate grade-level and subject-area STAAR tests.

Goal: 2 Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP) [TEC §4.001 (b)(4)(6)(7)(9)(10)]						
Objective(s): PK-12th Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Writing, Social Studies and Science by May 2020. PK-12th Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Technology Acceptable Use Policy - Every Sterling City ISD faculty member, student and parent having access to Sterling City 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>Sterling City ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Sterling City 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 Sterling City ISD School Board Policy CQ (Local).</p>	8/2019 - 5/2020	Secondary Principal - Ty Stevens Technology Director - Dow Ferguson Elementary Principal - Jami Keele	Local Funds - Acceptable Use Policy	Documents :Student Records - - 08/19: 100% of the faculty, students and parents at Sterling City ISD that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :School Records - - 05/20: No incidents of students, faculty or parents breaking the Acceptable Use Policy.

District Improvement Plan
Sterling City ISD 2019-2020

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Objective(s): PK-12th Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Writing, Social Studies and Science by May 2020. PK-12th Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development Program (SWP CIP) - Through the District Planning Committee, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * are tied to the TEKS and STAAR and/or student needs * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, limited English Learners (EL), students with disabilities, Gifted and Talented (G/T), etc. and * will enable participating children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. Training opportunities include Region XV's Professional Development Co-ops; School Safety Training; Drug Awareness Training, provided by Region XV; Technology Conference; and training specific to meeting needs of economically disadvantaged and Hispanic students. Contracted Professional Development for Prek - 5 will provide Teacher Modeling, Un-Packing the TEKS, Tracking student Growth and Reading Professional Development.	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Federal - Title II, Part A - Contracted Reading/Writing Professional Development <p style="text-align: right;">\$5,000.00</p> Federal - Title II, Part A - Contracted Professional Development <p style="text-align: right;">\$1,391.04</p> Federal - Title II, Part A - Technology Professional Development Travel and Registration <p style="text-align: right;">\$537.00</p> Federal - Title I, Part A - Title I Services <p style="text-align: right;">\$1,983.00</p>	Documents :Professional Development Documents-08/19: The committee will have designed a PD program that meets the needs of Sterling City School faculty and is coordinated with the Sterling City ISD PD program.	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.	Documents :Professional Development Documents-04/20: The Principal and Planning Committee have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

Goal: 2 Sterling City ISD will utilize innovative and engaging teaching methods to maximize student potential. (SWP CNA, CIP) [TEC §4.001 (b)(4)(6)(7)(9)(10)]						
Objective(s): PK-12th Sterling City ISD students and student groups tested will meet or exceed performance on the statewide assessments or alternate state tests in Reading, Math, Writing, Social Studies and Science by May 2020. PK-12th Sterling City ISD will review curriculum alignment in the core subject areas over the next five years, making necessary adjustments to eliminate deficiencies for the statewide assessment.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Professional Development Evaluation - The Sterling City ISD Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/19: 80% of students will pass campus TEKS-based benchmark tests.	A professional development program that ensures the development of successful teachers and support staff and by extension ensures academic success for all students.	Criterion-Referenced Test :STAAR Tests - - 05/20: 79% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Recruitment and Retention Initiatives - The Planning Committee will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job posting. All applicants are screened prior to the interview process. Recruiting activities will ensure that Sterling City ISD has 100% fully certified and effective faculty in each teaching position.</p> <p>All teachers who are new to the district, campus or assignment will be provided with a mentor.</p> <p>Sterling City ISD ensures professional development opportunities and certification expense reimbursement are available for staff to be able to maintain and enhance their certified status.</p> <p>These include Get your Lead On for Administrators and Get your Teach on for 2nd - 5th grade teachers.</p>	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Local Funds - Time Contributions of Staff		100% Fully Certified Faculty.	Documents :Human Resources Records- 05/20: 100% Certified Faculty.

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]						
Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the 2019-2020 school year. K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the 2019-2020 school year.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Safe School Initiatives (SWP CIP) - In an effort to promote "Safe Schools", Sterling City ISD will promote special initiatives and activities that support the Safe School environment. Activities include: <ul style="list-style-type: none"> * Campus Dress Code * Campus Discipline Code * Don't Bully Online Program * Region 15 Student Health Services * CPI (Crisis Prevention and Intervention Program) * Regularly scheduled fire drills * Visitor check-in/badges * Eduhero Training * Student Assemblies to enhance Drug/Alcohol Awareness * Dating Violence Policy (see Board Policy FFH-Local) * Key Card Access * Surveillance Cameras 	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	State and Local Funds - Time Contributions of Staff and Faculty State - School Safety Allotment - Safety Resources <p style="text-align: right;">\$2,810.00</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.	Documents :Discipline Records - 05/20: Improved discipline in the classroom and reduced number of referrals per year.

District Improvement Plan
Sterling City ISD 2019-2020

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]						
Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the 2019-2020 school year. K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the 2019-2020 school year.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Sterling City 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 and the Principal, using the data to plan specific programs and activities.</p> <p>Student drug testing will be continued for students in grades 6 – 12 who participate in extracurricular activities and/or who drive and park on campus.</p> <p>Throughout the school year, at least four drug dog searches will be conducted.</p> <p>Student behavior will be monitored in parking lots and in school hallways using a camera system.</p> <p>An Ant-Bullying program is in place, including presentations on prevention of anti-bullying behavior and intervention activities.</p>	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	Local Funds - Time Contributions of Staff and Faculty Federal - Title IV, Part A SSAEP - Anti-bullying Program \$2,400.00	Documents :Agendas, Meeting notes, Sign-in sheets - - 08/19: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.	A Drug-Free Student Body, Faculty and Staff	Documents :Counselor Records - - 05/20: Counselor’s Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse and anti-violence interventions.

District Improvement Plan
Sterling City ISD 2019-2020

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]						
Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the 2019-2020 school year. K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the 2019-2020 school year.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Discipline Alternative Education Program (DAEP) - Sterling City ISD's Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.</p> <p>Sterling City ISD students who have violated the district code of conduct will be placed in the DAEP. A regular education program with a certified teacher in each core subject areas for grades K through 12 and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is offered through a shared service arrangement with Fairview ISD.</p>	8/2019 - 5/2020	Secondary Principal - Ty Stevens Elementary Principal - Jami Keele	State and Local Funds - Code of Conduct policy State - State Compensatory Education (SCE) - DAEP Co-op \$19,370.00	Informal Assessment :Classroom Assessments - 12/19: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement.	A safe climate for student learning, having a positive impact on student achievement.	Informal Assessment :Classroom Assessments - 05/20: Final report card grades and STAAR assessments will indicate program's success.
<p>Strategy:</p> <p>Emergency and Security Operations - Sterling City ISD will implement a Multi-Hazard Emergency Operations Plan that includes emergency response training, student and staff emergency drills and periodic security audits of each of the campuses, with coordination with local emergency management agencies, law enforcement and fire departments.</p> <p>Sterling City ISD will make any necessary changes to improve safety and security for their students.</p> <p>Procedures will be implemented and staff trained to protect students against dating violence on campus.</p> <p>In the 2019-2020 school year, Sterling City will implement the Guardian Program. This provides students and faculties with an armed self defense option prior to the arrival of Law Enforcement in the event of an active shooter or "active killer" on campus.</p>	8/2019 - 5/2020	Superintendent - Bob Rauch Secondary Principal - Ty Stevens Elementary Principal - Jami Keele Safety and Security Officer - Todd Keele	Local Funds - Security Audit Documents		A safe climate for student learning, having a positive impact on student achievement.	Documents :School Records - 05/20: An Emergency and security operations plan has been implemented.

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]

Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the 2019-2020 school year.
K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the 2019-2020 school year.

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

Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]						
Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the 2019-2020 school year. K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the 2019-2020 school year.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and	8/2019 - 5/2020	Compliance Director - Michele Guetersloh Elementary Principal - Jami Keele Secondary Principal - Ty Stevens Superintendent - Bob Rauch	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments- 12/19: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments. Documents :Discipline Records- 12/19: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records- 05/20: 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.

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Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the 2019-2020 school year. K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the 2019-2020 school year.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health. Activity: School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of > 50% parents, monitors existing school health initiatives and recommends new programs to promote student health. Members meet throughout the year to discuss prevention and intervention strategies concerning health and wellness and develop a recommended Wellness Plan for the 2019-2020 school year. The plan will be approved by the school board and implemented on the campus by the principals and staff.	8/2019 - 5/2020	Compliance Director - Michele Guetersloh	Local Funds - Time Contributions of Committee Members		Improved student health and wellness.	Documents :School Board Policies - - 05/20: Local Board Policies reflect all new mandated medical and health-related policies, as well as Sterling City ISD's specific policies.

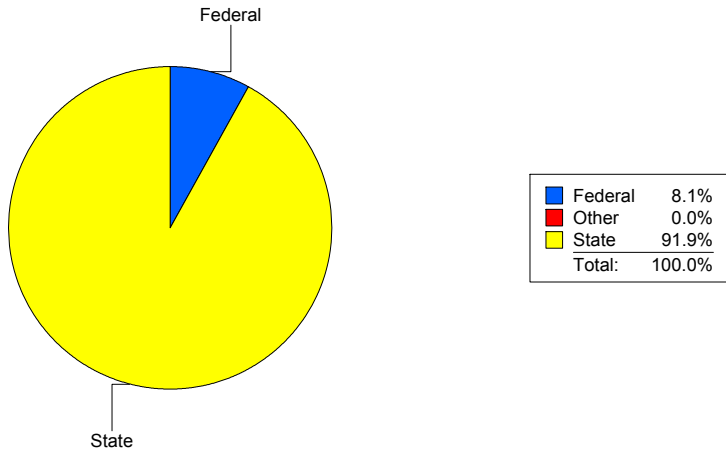
Goal: 3 Sterling City ISD will create a culture that will provide the opportunities and atmosphere to create successful post-secondary experiences. (SWP CIP) [TEC §4.001 (b)(5)(8)]						
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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: School Based Medicaid - Through the School Health and Related Services Program (SHARS), Sterling City ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services, and special transportation. In order to be eligible, students must meet the following requirements: * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA); and * have Individual Education Plans (IEPs) that prescribe the needed services.	8/2019 - 5/2020	Superintendent - Bob Rauch	Local Funds - Time Contributions of Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records - - 05/20: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.

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Objective(s): K-12th The District will improve the disciplinary climate and safety in the school community during the 2019-2020 school year. K-12th The District will implement the SCISD Emergency Operations Plan (EOP) during the 2019-2020 school year.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include: <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 * Suicide prevention * Conflict resolution * Violence prevention * Parent education The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on: <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	8/2019 - 5/2020	Counselor - Stephanie Stafford	Local Funds - Time Contributions of Counselor	Documents :Counselor Records- 12/19: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Counselor Records- 05/20: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

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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>Sexual Abuse Policy - The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.sterlingcityisd.net. Teachers have received online training through "Eduhero"</p> <p>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.</p> <p>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</p>	8/2019 - 5/2020	Superintendent - Bob Rauch Elementary Principal - Jami Keele Secondary Principal - Ty Stevens Counselor - Stephanie Stafford	Local Funds - Sexual Abuse Policy		Staff, parents and students have an increase awareness of issues regarding the sexual abuse and other maltreatment of children.	Documents :School Records- 08/19: Sexual Abuse policy has been distributed to staff, parents and students.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>more indirect than disclosures of physical abuse and neglect, and it is important to be calm and 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 school 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.aspx.</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://savn.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</p> <p>Reports of abuse or neglect may be made to: 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
Sterling City ISD 2019-2020

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Title I Services	0.00	\$1983.00
Supplemental Site Licenses and Programs	0.00	\$13500.00
Time Contributions of Summer School Staff	0.00	\$1452.80
Time Contributions of Instructional Aide	1.00	\$30000.02
Homeless Resources	0.00	\$50.00
SECCA, Inc Consulting Services	0.00	\$1205.00
Title II, Part A		
Contracted Reading/Writing Professional Development	0.00	\$5000.00
SECCA, Inc Consulting Services	0.00	\$800.00
Contracted Professional Development	0.00	\$1391.04
Technology Professional Development Travel and Registration	0.00	\$537.00
Title IV, Part A SSAEP		

Generated on Monday, September 23, 2019 at 9:45:17 AM

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title IV, Part A SSAEP		
SECCA, Inc Consulting Services	0.00	\$800.00
Parent and Family Engagement Recources	0.00	\$1500.00
Anti-bullying Program	0.00	\$2400.00
Technology Support	0.00	\$1300.00
Parent, Family Engagement Conference	0.00	\$4000.00
		\$65,918.86
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
See Individual Activities	0.00	\$0.00
Local Funds		
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contribution of CEHI Instructor	0.00	\$0.00
Time Contributions of Staff and Faculty	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 Parents and Staff	0.00	\$0.00
Time Contributions of Staff and Community	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Surveys	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Testing Materials	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Staff and Faculty	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Related Services Personnel	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Resources for Child find Effort	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of LPAC Committee	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
TX Connect program	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Security Audit Documents	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Sexual Abuse Policy	0.00	\$0.00
State and Local Funds		
Time Contributions of Staff and Faculty	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
State and Local Funds		
Code of Conduct policy	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
		\$0.00
 State		
	<u>FTE</u>	<u>DollarValue</u>
Bilingual Education Block Grant		
Time Contributions of Staff and Faculty	0.00	\$10851.00
 Career and Technology Education Block Grant		
Time Contributions of CTE Staff	0.00	\$143930.00
 Dyslexia Allotment		
See Activities Below	0.00	\$8341.00
 School Safety Allotment		
Safety Resources	0.00	\$2810.00
 Special Education Block Grant		
Time Contribution of Special Education Staff	0.00	\$414885.00
 State Compensatory Education (SCE)		
DAEP Co-op	0.00	\$19370.00
SECCA, Inc Consulting Services	0.00	\$5377.00

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Time Contributions of Staff	2.50	\$144299.00
		<hr/>
		\$749,863.00
	Grand Total:	\$815,781.86