

Sabinal Independent School District

District Improvement Plan

2023-2024



Mission Statement

Making excellence an everyday event.

Vision

Providing an exemplary education leading to a successful future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Sabinal Independent School District serves a community of 1,774 as a local public education agency (LEA). As with many small communities, Sabinal ISD is the largest employer in the community. Sabinal ISD is a diverse school district serving a student body composed of approximately 86.2% Hispanic, 13.1% White, 0.2% African American, and 0.5% Multi-Racial. Furthermore, 17.8% are classified as Students with Disabilities, and 5% are limited English proficient (LEP). Low-income students compose 68.5% of the student body and 49.4% are identified "at-risk." The district is composed of three campuses that include an elementary school with an enrollment of 220 students, a middle school with an enrollment of 65 students, and a high school with an enrollment of 135 students. The alternative education program for disciplinary purposes provides services for students throughout the year. The regular school day operates from 7:45 AM to 3:40 PM daily.

Demographics Strengths

Local churches are very supportive of the schools, donating time and materials to assist teachers, as well as providing after school activities. Many parents and community members donate their time to the school and their programs, however it tends to be the same individuals who volunteer.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Eliminate achievement gap between student groups and between different socioeconomic status **Root Cause:** There is a lack of a deep understanding of teaching students of poverty.

Problem Statement 2: Teacher turnover affects consistency of instruction **Root Cause:** Sabinal is a rural community approximately 90 minutes from the largest urban area, with very limited housing availability, and lacks employment opportunities for spouses of the employees.

Student Learning

Student Learning Summary

District academic achievement rates in comparison to the State for 2022-23 are:

Subject	Grade	2023 State			2023 District Eduphoria		
		Approaches	Meets	Masters	Approaches	Meets	Masters
Math	3	72	43	19	70%	37%	11%
	4	70	47	22	87%	52%	30%
	5	79	50	21	97%	45%	21%
	6	74	37	15	79%	46%	14%
	7	61	35	10	52%	17%	7%
	8	74	44	16	74%	52%	26%
	Alg. I	78	45	24	73%	18%	0%
ELA/R	3	77	50	20	65%	46%	4%
	4	78	47	21	78%	48%	17%
	5	81	56	28	82%	52%	21%
	6	75	50	21	68%	57%	25%
	7	77	52	26	62%	28%	10%
	8	82	56	27	84%	52%	16%
	Eng. I	71	54	14	49%	31%	0%
S.S. Science	Eng. II	74	56	9	74%	59%	4%
	5	64	34	15	33%	12%	6%
	8	72	45	16	52%	13%	0%
	Bio	89	57	22	91%	49%	11%
S.S. Social Studies	8	60	31	15	35%	6%	3%
	US His	95	71	39	87%	60%	20%

Image Caption

Overall Summary of Sabinal ISD:

Mathematics 78%

Reading 71%

Science 60%

Social Studies 60%

Student Learning Strengths

Student overall STAAR results in math exceeded the state average reading was the same as the state average in 2023. This is attributed to a focus on blended learning and small group instruction at the elementary and middle school level as well as having teachers that are knowledgeable of their Mathematics TEKS in all grade levels. The content area of English Language Arts and Reading continues to improve and Sabinal ISD scored just under the state average in 2023.

District Processes & Programs

District Processes & Programs Summary

Sabinal ISD employs approximately 84 total staff, with 39 serving as classroom teachers, 9 professional support, 3 campus administrator's and 2 district level administrators. Furthermore, the district employs 14 paraprofessionals and 14 auxiliary staff.

In preparation for 2022-2023 the district continues to implement a comprehensive plan to improve teacher retention and for teacher recruitment. They are: 100% Paid Medical Insurance; 10 Paid Days Annual Personal Leave; Paid \$10,000 Term Life Insurance; \$500 Perfect Attendance Incentive; and a \$100/YR Retention Incentive. Furthermore the district offers a \$3000 signing bonus and a \$2500 relocation bonus to help recruit new teachers.

Academic achievement incentives have also continued to be implemented for 2023-2024 for teachers, which include: \$3500 Teacher Excellence Incentive; \$1000 Teacher Leader Incentive; \$3500 College and Industry-Based Certification Incentive; and a \$1500/\$3500 Advanced Placement and Dual-Credit Incentive.

District Processes & Programs Strengths

In 2018-2019 the district provided 54 equivalent days of professional development, all designed to improve instructional outcomes. Intensive training was provided on curriculum and pedagogy; assessment design and assessment data interpretation; teacher on-boarding and mentoring; and transformational change.

In 2019-2020 the district now employs an Academic Dean, who provides whole group, small group and individualized professional development in a wide range of instructional support areas. The Academic Dean also provides on-going mentoring to developing teachers.

The district utilizes the TEKS Resource System for its curriculum, as well as state adopted instructional materials, and ancillary instructional resources chosen at the campus level. The Reading Plus program is used district-wide for Tier 2 instruction for struggling and developing readers.

In 2020-21 the district received the Math Innovation Zone Blended Learning Grant. Sabinal ISD mathematics teachers in grades Kinder, 3rd and 8th grades participated in extensive training from the selected Design and Implementation vendor to guide them in the planning process of creating a blended learning classroom environment. Additionally, the elementary mathematics teachers were given instructional support in their grade level TEKS using the components of the online curriculum to plan engaging lessons while checking for understanding.

In 2021-22 the district began year 1 implementation of blended learning in the mathematics classrooms of Kindergarten, 3rd and 8th grades. The workshop station rotation model provides time for the teachers to provide meaningful small group instruction in an innovative way. Instructional coaching in the mathematics classrooms has been an effective strategy to implement change in the way instruction is delivered.

In 2022-23, an A RATING with SIX DISTINCTION DESIGNATIONS was obtained by SABINAL ELEMENTARY SCHOOL and DISTRICT WIDE we have a B RATING! These ratings and distinctions are attributed to consistency in the PLC process, consistency in the data-driven decision process and positive student-teacher relationships! The district is in year 2 of the blended learning station rotation model of instruction which has been implemented in every mathematics classroom Kinder-8th grade. This year teachers have 6 half days to build their make and take activities for their math stations. Debriefing sessions after in-class coaching and support will be provided 11 different days throughout the school year to ensure fidelity in execution. Self-efficacy is seen in students of the blended learning classrooms as they monitor and track their progress in their data folders.

Perceptions

Perceptions Summary

Our values and beliefs drive the culture and climate at Sabinal ISD. To ensure that they are at the forefront of all decisions made, they are included in every classroom and on communication sent home to families.

Campus and district leaders understand the importance of consistent communication of events and expectations to keep teachers and staff informed.

Perceptions Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals





Revised/Approved: June 12, 2023

Goal 1: Sabinal ISD will increase academic achievement for all by providing a rigorous curriculum, with high academic standards, based on assessment of student progress.

Performance Objective 1: 100% of students will remain in school until they obtain a high school diploma.

Evaluation Data Sources: TAPR report, attendance reports, graduation rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Strategy's Expected Result/Impact: Parent receipt of handbook signature form, attendance record</p> <p>Staff Responsible for Monitoring: Campus Principals, Assistant Principal, Teachers, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences.</p> <p>Strategy's Expected Result/Impact: phone call documentation, conference notes, notification information, attendance records</p> <p>Staff Responsible for Monitoring: Campus Principals, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students not on track to graduate with their class will have the opportunity to participate in credit recovery courses to regain lost credits.</p> <p>Strategy's Expected Result/Impact: student referrals and enrollment, course credit attempts and completions</p> <p>Staff Responsible for Monitoring: Campus Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Assistant Principal will engage in professional learning focused on best practices for school culture and instructional leadership. Strategy's Expected Result/Impact: Reduce disciplinary infractions, improve attendance rate, improve student learning and growth Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Sabinal ISD will increase academic achievement for all by providing a rigorous curriculum, with high academic standards, based on assessment of student progress.

Performance Objective 2: Improve the performance of all students in Reading, Mathematics, Science and Social Studies by increasing Meets Performance by 3%.

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Reading Grades 3-8 and English I & English II EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize data analysis through district software and interim assessments to identify and track students' strengths, weaknesses and progress toward mastery.</p> <p>Strategy's Expected Result/Impact: Improved monitoring of students performance</p> <p>Staff Responsible for Monitoring: Director of Curriculum & School Improvement, Campus Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule weekly, consistent Professional Learning Communities (PLCs) from PK-12 to focus on Lesson Planning, Professional Development, Student Data, and Response to Intervention</p> <p>Strategy's Expected Result/Impact: Improved student achievement and an increase in teacher capacity</p> <p>Staff Responsible for Monitoring: Director of Curriculum & School Improvement, Campus Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct specific 'look for' walk-throughs at district and campus levels to monitor and promote effective instructional strategies.</p> <p>Strategy's Expected Result/Impact: Improvement in instructional strategies and quality teaching</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct student goal setting conferences to monitor progress towards meeting established growth targets based on student performance on local assessments.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Campus Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize Renaissance Learning and NWEA MAP Growth in Reading to determine student performance data, establish student growth projections, provide strategic interventions and monitor student progress towards mastery on state assessment.</p> <p>Strategy's Expected Result/Impact: Improved student performance on state assessment</p> <p>Staff Responsible for Monitoring: Director of Curriculum & School Improvement, Campus Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Monitor student growth and provide intentional interventions on students strengths to move toward or maintain Meets and Masters performance status on state assessments.</p> <p>Strategy's Expected Result/Impact: Improved student Meets and Masters performance on state assessments</p> <p>Staff Responsible for Monitoring: Director of Curriculum & School Improvement, Campus Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Sabinal ISD will increase academic achievement for all by providing a rigorous curriculum, with high academic standards, based on assessment of student progress.

Performance Objective 3: The percentage of graduates that meet the criteria for CCMR will increase by 3%.

HB3 Goal

Evaluation Data Sources: CCMR Indicators

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student performance on PSAT, SAT, ACT and TSIA2 by offering opportunities for students to access preparation materials. Strategy's Expected Result/Impact: Increase student performance on exams Staff Responsible for Monitoring: Campus Principal, Guidance Counselor</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of students' junior year, all students will participate in the TSIA2 assessment. Strategy's Expected Result/Impact: Increase in TSIA2 participation resulting in improved CCMR Staff Responsible for Monitoring: Campus Principal, Guidance Counselor</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the number of On Ramps courses offered and student participation. Strategy's Expected Result/Impact: Increase in student participation and successful completion in On Ramps Dual Credit Courses Staff Responsible for Monitoring: Campus Principal, Guidance Counselor, Director of Curr. & School Impr</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase industry certification for all CTE programs relevant to the TEA (CCMR) and Perkins list, as well as the industry workforce and community by 1%. Strategy's Expected Result/Impact: Increase the number of TEA, Perkins and industry workforce community certifications Staff Responsible for Monitoring: CTE Coordinator, Guidance Counselor, Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Increase dual credit opportunities and articulation agreements between Jr. Colleges and SISD. Strategy's Expected Result/Impact: Number of articulations and dual agreements with 2 year colleges Staff Responsible for Monitoring: CTE Coordinator, Guidance Counselor, Campus Principal	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Ensure CTE students meet HB5 endorsement requirements including the new Programs of Study to meet House Bill 3 requirements. Strategy's Expected Result/Impact: 4 year graduation/endorsement plan and CTE PEIMS data Staff Responsible for Monitoring: CTE Coordinator, Guidance Counselor, Campus Principal	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Utilize TEA CCMR tracker to identify students who have not earned points under CCMR Strategy's Expected Result/Impact: Improvement in CCMR indicator Staff Responsible for Monitoring: CTE Coordinator/Teacher, Guidance Counselor, Campus Principal, Superintendent	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Sabinal ISD will increase academic achievement for all by providing a rigorous curriculum, with high academic standards, based on assessment of student progress.

Performance Objective 4: Increase the performance of each student group to meet or exceed established targets.

High Priority

Evaluation Data Sources: Student performance on STAAR 3-8, and EOC assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional language acquisition support for ELL students through instruction and classroom strategies. Strategy's Expected Result/Impact: Improved student performance on state and local performance. Staff Responsible for Monitoring: Campus Principal, ESL Coordinator</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify low-performing economically disadvantaged students and targeted student groups for early and targeted interventions. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Director of Curriculum & School Improvement, Campus Principals, Teachers</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategically plan small group instructional opportunities for students K-8 that focus on differentiation based on students needs and data. Strategy's Expected Result/Impact: : Improved student performance, increased number of students performing on or above grade level Staff Responsible for Monitoring: Director of Curriculum & School Improvement, Campus Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Design embedded remediation to address academic gaps spanning the campus. Strategy's Expected Result/Impact: Improved student performance and growth Staff Responsible for Monitoring: Director of Curriculum & School Improvement, Campus Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Increase enrichment programs and opportunities for students that are in the Gifted and Talented and advanced academic program.</p> <p>Strategy's Expected Result/Impact: Increased number of students identified and participating in GT and advanced academic programs</p> <p>Staff Responsible for Monitoring: Campus Principals, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Sabinal ISD will increase academic achievement for all by providing a rigorous curriculum, with high academic standards, based on assessment of student progress.

Performance Objective 5: Sabinal ISD will provide a rigorous, relevant and engaging curriculum.

High Priority

HB3 Goal

Evaluation Data Sources: TCMPC TEKS Resource System, Eduphoria Forethought, Instructional Resources with digital components

Strategy 1 Details	Reviews			
<p>Strategy 1: SISD will tightly implement PK-12 instructional frameworks for ELAR, Math, Science & Social Studies, and district-approved curriculum resources that meet all students' learning needs, interests, aspirations, and cultural backgrounds. SISD will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. 100% of core content teachers will use district-approved resources with fidelity by May 2024.</p> <p>Strategy's Expected Result/Impact: Increase student growth to 56% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & School Improvement, Principals, Assistant Principal</p> <p>Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: To comply with House Bill 4545 (HB 1416), students who failed to attain proficiency on a STAAR or EOC exam receive targeted additional instruction either individually or in a group of no more than 4 students. The instruction is delivered by our highly qualified teachers.</p> <p>Strategy's Expected Result/Impact: Progress on STAAR EOC from the previous year's score</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Director of Curriculum & School Improvement</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Sabinal ISD will increase academic achievement for all by providing a rigorous curriculum, with high academic standards, based on assessment of student progress.

Performance Objective 6: Sabinal ISD will support technology for anytime, anywhere teaching and learning.

High Priority

Evaluation Data Sources: Google Classroom, Eduphoria, Edmentum, ST Math, Reading Plus, Online Textbook Access

Strategy 1 Details	Reviews			
<p>Strategy 1: SISD will utilize technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Google Classroom (LMS), Eduphoria, Edmentum, Reading Plus, ST Math, NWEA MAP Growth, Online Literacy Libraries.</p> <p>Strategy's Expected Result/Impact: Increase percent of students working on grade level in reading and math by 10% as reported on Reading Plus, Edmentum and ST Math</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principal, Teachers, Director of Curriculum & School Improvement</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: Sabinal ISD will increase academic achievement for all by providing a rigorous curriculum, with high academic standards, based on assessment of student progress.

Performance Objective 7: Sabinal ISD will develop a collective understanding and shared vision of Social Emotional Learning (SEL) among the adults and students in our organization that creates systemic change where SEL can thrive.

High Priority

Evaluation Data Sources: Surveys, Agendas, Sign In sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: SISD will provide ongoing professional learning about SEL research and practice to staff from all departments and campuses, including foundational professional learning for all new staff. SEL learning strategies will be intertwined with other professional learning throughout the year through collaboration with the district counselor.</p> <p>Strategy's Expected Result/Impact: 100% of district leadership team will receive SEL professional learning, 80% of staff from all departments and campuses, including foundational professional learning for all new staff, will be trained in SEL research and practice. 100% of staff will develop skills for creating supportive and equitable learning environments that promote social, emotional and cultural learning for students.</p> <p>Staff Responsible for Monitoring: District Counselor, Guidance Counselor</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Sabinal ISD will maintain an education environment defined by high expectations that promote responsibility and accountability of all stakeholders while embracing a "culture of caring" through strong partnerships between the district and the community. Expectations include volunteerism and student participation that extends beyond the classroom.

Performance Objective 1: Develop and implement family engagement strategies and partnerships with community programs from Pre-K/Elementary School to Middle and High School to support academic achievement throughout students' school tenure.

Evaluation Data Sources: Feedback from parent and family surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Convene annual and ongoing meetings, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, to explain the requirements and the rights of the parents to be involved in the campuses:</p> <ol style="list-style-type: none"> 1. Meet the Teacher 2. Fall Open House 3. District Improvement Team (DIT) 4. Parent/Teacher Organization (PTO) 5. Co-Curricular Night 6. Academic Night(s) <p>Strategy's Expected Result/Impact: Strong partnerships with families Staff Responsible for Monitoring: Campus Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Build school and parent capacity for strong parental involvement and shared responsibility for high student academic achievement through:</p> <ol style="list-style-type: none"> 1. State Assessment brochures 2. Parent/Teacher Conferences 3. Grade Level/Course/Department Level Parent Engagement Events <p>Strategy's Expected Result/Impact: Strong partnerships between school staff and families Staff Responsible for Monitoring: Campus Principals, Teachers</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify community programs where staff and students/families can partner for a common cause.</p> <p>Strategy's Expected Result/Impact: Strong partnerships between community and schools Staff Responsible for Monitoring: Campus Principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Sabinal ISD will maintain an education environment defined by high expectations that promote responsibility and accountability of all stakeholders while embracing a "culture of caring" through strong partnerships between the district and the community. Expectations include volunteerism and student participation that extends beyond the classroom.

Performance Objective 2: 100% of district and school staff members maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

High Priority

HB3 Goal

Evaluation Data Sources: Professional Development Certificates, Formal Observation Feedback, Survey Feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p> <p>Strategy's Expected Result/Impact: Lesson plans include learning targets, are aligned to standards and differentiated activities.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Curriculum & School Improvement</p> <p>Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers use formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction. Systematically enables students to set goals for themselves and monitor their progress over time.</p> <p>Strategy's Expected Result/Impact: Specific and timely feedback to students. teacher identifies adjustments, or changes needed in their instructional practice to ensure student success</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Curriculum & School Improvement</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Attend and engage in professional development opportunities to gain skills and knowledge that will enhance and impact student learning.</p> <p>Strategy's Expected Result/Impact: Foster faculty knowledge and skills in support of the district improvement plan through professional learning communities (PLCs) or other grade-or subject-level teams.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Curriculum & School Improvement</p>	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 3: Sabinal ISD will provide opportunities for all students to acquire the knowledge and skills necessary for College and Career Readiness with opportunities to acquire Industry Based Certifications.

Performance Objective 1: Percent of annual graduates who met the TSI criteria on the TSIA2 Math will increase by 10%

High Priority

HB3 Goal

Evaluation Data Sources: College, Career, and Military Readiness (CCMR) Student Listing, TEAL Accountability





Strategy 1 Details	Reviews			
<p>Strategy 1: Sabinal High School will encourage all students to take the TSIA2, specifically sophomores and juniors. Strategy's Expected Result/Impact: Increase in students being identified as having met CCMR standards. Staff Responsible for Monitoring: Campus Principal, Guidance Counselor, Director of Curr & School Impr Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Sabinal High School students will be provided multiple opportunities to prepare by taking a TSIA2 Math practice test. Strategy's Expected Result/Impact: Improved scores on the TSIA 2 Math portion of the test Staff Responsible for Monitoring: Campus Principals, Guidance Counselor Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Sabinal ISD will provide opportunities for all students to acquire the knowledge and skills necessary for College and Career Readiness with opportunities to acquire Industry Based Certifications.

Performance Objective 2: Maintain no less than the current enrollment of 22 high school students (in all four grades) enrolled in PTECH IBC until the cohorts are completers.

High Priority

Evaluation Data Sources: CCMR Student Listing, TEAL Accountability

Strategy 1 Details	Reviews			
Strategy 1: CTE Coordinator/Ag Teacher and Guidance Counselor will promote participation and enrollment in PTECH IB courses to completion Strategy's Expected Result/Impact: Increase participation in PTECH courses Staff Responsible for Monitoring: Campus Principal, CTE Coordinator, Guidance Counselor	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Sabinal ISD will provide opportunities for all students to acquire the knowledge and skills necessary for College and Career Readiness with opportunities to acquire Industry Based Certifications.





Performance Objective 3: Develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP Growth Assessment, - % of students end of year RIT score met or exceeded individual growth projections based upon MAP; TX-KEA; TPRI

Strategy 1 Details	Reviews			
<p>Strategy 1: SISD will strengthen the instruction in PreK through 2nd grade classrooms by supporting the campus leader on the instructional framework implementation, through observation/feedback coaching.</p> <p>Strategy's Expected Result/Impact: % of 3rd-grade students achieving the meets or exceeds level in both reading and math on STAAR will increase</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Curriculum & School Improvement</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: SISD will implement high-impact tutoring to provide quality accelerated instruction for students K-6.</p> <p>Strategy's Expected Result/Impact: Increase the students' growth RIT on NWEA Map and students working on grade level by 10%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Director of Curriculum & School Improvement</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement while continuously creating, monitoring and improving systems to *monitor, **track and ***support SISD alumni through post secondary and 6 years beyond.</p> <p>Strategy's Expected Result/Impact: *Efforts will be made to monitor alumni through Xello; **35% of students will complete post-secondary degree or certification program tracked through National Clearing House; ***availability for students to be coached and mentored after high school graduation</p> <p>Staff Responsible for Monitoring: Guidance Counselor, Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop a comprehensive plan to assist students in identifying and enrolling in a CCMR program of study beginning their freshman year of high school through college graduation, career onboarding, or military commitment.</p> <p>Strategy's Expected Result/Impact: Percentage of students enrolling in Post-Secondary programs will increase by 10%</p> <p>Staff Responsible for Monitoring: CTE Coordinator, Guidance Counselor, Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to build strategic and intentional partnerships between SISD and Institutes of Higher Education (IHE) to collectively support students through their senior year and beyond high school graduation in efforts to complete financial aid.</p> <p>Strategy's Expected Result/Impact: Increase FAFSA and TASFA completion rates by 35%</p> <p>Staff Responsible for Monitoring: Guidance Counselor, CTE Coordinator, Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 6 Details	Reviews			
<p>Strategy 6: Junior and Senior students will be surveyed yearly to assess post-secondary College, Career and Military plans. All students will be given the opportunity to take the ASVAB at least once between grades 10-12. CCMR data will be provided by Information Systems twice a year.</p> <p>Strategy's Expected Result/Impact: All junior and senior students will complete surveys in Xello and students will be given the opportunity to take the ASVAB</p> <p>Staff Responsible for Monitoring: Guidance Counselor, Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
Strategy 7 Details	Reviews			
<p>Strategy 7: The TSIA will be offered to all juniors and seniors and to all freshmen and sophomores as needed for College Career Military Readiness. Texas College Bridge online will be used to build college readiness for students who have not been successful in TSI. Texas College Bridge exempts students from the TSI for 24 months and provides CCMR bonus points.</p> <p>Strategy's Expected Result/Impact: 2023 graduates meeting the TSIA requirements will increase by 5%</p> <p>Staff Responsible for Monitoring: Guidance Counselor, Principal, Assistant Principal, Director of Curriculum & School Improvement</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Sabinal ISD will provide opportunities for all students to acquire the knowledge and skills necessary for College and Career Readiness with opportunities to acquire Industry Based Certifications.

Performance Objective 4: Create systems that support all graduating seniors to and through college, career and military decisions.

HB3 Goal





Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion State accountability CCMR data reports (TEA trackers and verifiers)

Goal 4: Sabinal ISD will cultivate a well-rounded education by nurturing a student's critical thinking, problem solving, creativity and more, so they can make informed decisions when facing life's challenges and respond accordingly.

Performance Objective 1: Establish a positive school culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment.

High Priority





Evaluation Data Sources: Feedback from School Climate Surveys, Ascender/Fewer Disciplinary Referrals, School Safety Survey Feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement district-wide school safety protocols to include all drills with 100% fidelity. Strategy's Expected Result/Impact: Safe schools for students and staff Staff Responsible for Monitoring: Emergency Operations Director, School Safety & Security Committee Chair, Campus Principals, Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing training to administrators and staff to improve classroom management, bully and violence prevention, and other training, such as Texas Behavior Support Initiative (TBSI) to address safety needs. Strategy's Expected Result/Impact: Decrease number of disciplinary referrals, ISS/OSS and DAEP assignments Staff Responsible for Monitoring: Campus Principals, Counselors</p> <p>Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Sabinal ISD will cultivate a well-rounded education by nurturing a student's critical thinking, problem solving, creativity and more, so they can make informed decisions when facing life's challenges and respond accordingly.

Performance Objective 2: Provide strategic staffing and compensation systems through 2023-2024.

Evaluation Data Sources: Compensation analysis, local and state incentives

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement the TEA Teacher Incentive Allotment Plan 2022-2023.</p> <p>Strategy's Expected Result/Impact: Increase teacher recruitment and retention of highly effective teachers</p> <p>Staff Responsible for Monitoring: Director of Curriculum & School Improvement, Superintendent</p> <p>Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Improvement Committee

Committee Role	Name	Position
District-level Professional	Richard Grill	Superintendent
Administrator	Steve Alvarado	High School Principal
Administrator	Adriana Beza	Elementary Principal
District-level Professional	Cecilia Reyes	SHAC Chair
Parent	Bel Valdez	Secondary Parent Representative, 2022-2024
Parent	Eny Quintanilla	Elementary Parent Representative, 2022-2024
Community Representative	Jamie Kowalski	Community Representative, 2022-2024
District-level Professional	Howard Karre	Technology Coordinator
Chairperson	Nikki Joslin	Curriculum & School Improvement
Classroom Teacher	Marla Goodson	Secondary Place 1, 2023-2025
Classroom Teacher	Mika Boone	Secondary Place 2, 2023-2025
Classroom Teacher	Kenny Mulkey	Secondary Place 3, 2022-2024
Classroom Teacher	Steven Sanchez	Secondary Place 4, 2023-2025
Classroom Teacher	Kandace Floyd	Secondary Place 5, 2023-2025
Classroom Teacher	Leticia Berry	Elementary Place 1, 2023-2025
Classroom Teacher	Susan Flora	Elementary Place 2, 2023-2025
Classroom Teacher	Chad Vrana	Elementary Place 3, 2023-2025
Classroom Teacher	Lainee McDaniel	Elementary Place 4, 2023-2025
Business Representative	Patty Valdez	Elementary Business Representative, 2023-2025

Addendums

SABINAL INDEPENDENT SCHOOL DISTRICT
PROCEDURE MANUAL
FOR ACADEMICALLY GIFTED AND TALENTED STUDENTS



Nondiscrimination

Sabinal ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

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STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their services.

-Texas State Plan for the Education of Gifted/Talented Students

- [English Version](#)
- [Spanish Version](#)

STATE DEFINITION OF A GIFTED/TALENTED STUDENT

§ 29.121. DEFINITION: In this subchapter, "gifted and talented student" means 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:

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

SERVICE GOALS FOR THE GIFTED/TALENTED SERVICES K-12

- IDENTIFICATION - Identify students in grades K-11 who demonstrated an academic need for gifted services using the criteria established by the district, approved by the board, and in compliance with the state mandates.
- SELF-DIRECTED LEARNERS - Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.
- COMPLEX THINKING SKILLS - Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.
- APPROPRIATE INSTRUCTIONAL STRATEGIES - Provide students with opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

IDENTIFICATION PROCEDURES AND PROCESSES K-11

Sabinal Independent School District has identification procedures and processes of students K-11 for the services of the Gifted/Talented. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services under the established guidelines.

Sabinal Identification Timeline:

	Kinder	Elementary K-5	Secondary 6-12
Referral procedures published	Nov/Dec	March	March
Referrals accepted from parents, family, teachers, community members	Dec/Jan	April	April
Screenings and assessments conducted after written parental permission obtained	January	April/May	April/May
Gifted/Talented committee meets on grade completed screenings	February	May	May
Written parental permission for services obtained for identified students	February	May/June	May/June
Services begin for identified students	March	August	August

*Students new to Sabinal ISD and who have not been identified in a previous school district will follow the district timeline.

**Timeline contingent upon State Assessment Calendar and District Calendar

DISSEMINATING INFORMATION

Anyone may refer a student for services at the period of annual referrals listed on the timeline above. Referral forms are available in each campus office and on campus and district websites. Referral forms may be submitted to the campus office only during the time period of referral acceptance. Late referrals or referrals sent electronically will not be accepted.

Parents are informed of the identification policies through the district or campus handbook, and/or the district website, and/or by request of the written policy and procedures for the Gifted/Talented services. In addition, parent awareness sessions are held in the fall at Sabinal Elementary.

REFERRAL PROCESS

Referrals can originate from parents, family, teachers or other interested persons during the referral period. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

SCREENING/ASSESSMENT PROCESS

A student profile is used to identify those students who perform, or show the potential for performing, at remarkably high levels of accomplishment relative to their age, peers, experience, or environment. The profile will reflect a **minimum of three (3)** criteria used in the assessment. The criteria used will be a combination of **qualitative and quantitative** instruments and **may include:**

- School Abilities Test as deemed appropriate for the student;
- Achievement Test as deemed appropriate for the student;
- Creative thinking, originality, depth and complexity assessments;
- Teacher Parent Rating Scales such as the Gifted and Talented Teacher / Parent Checklist.

QUALIFICATION PROCESS

The student profile identifies the student’s strengths. The percentiles and/or scores from the assessment instruments are plotted on the student profile. Each student's profile is individually evaluated by the Gifted/Talented Committee through a blind (no name) process. A student clearly qualifies for Gifted/Talented services if he/she scores in the *High* and/or *Superior* range in at least four ranges on the profile. Student assessment is based on a preponderance of evidence that G/T services best meet the educational needs of the student. At least three criteria meet district standards with qualified professionals determining appropriate academic services.

The Gifted/Talented committee consists of at least three district educators. All committee members have been trained in the nature and needs of gifted students. The Gifted/Talented Committee makes a professional judgment based on the *students' need for differentiated services*.

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee’s decision. *Participation in Gifted and Talented services is voluntary and requires written parent permission to participate*. Parents of all screened students may request a conference to examine their child’s assessment results. Requests should be made through the student’s home campus.

TRANSFER OF STUDENTS – EHBB (Local)

When a student identified as gifted by a previous school district enrolls in the District, the District shall place the student in the District’s program for gifted and talented students.

According to the Interstate Compact on Educational Opportunity for Military Children, a receiving school district in a member state agrees to “initially honor placement of a student based on the student’s enrollment in the sending state as long as that school has a similar or equivalent program.” Texas Education Code §162.002. This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

SABINAL ISD APPEALS PROCESS

Appeals will be handled through Sabinal ISD’s appeals process stated in School Board policy.

FURLOUGH PROCEDURE

A furlough allows a student to take a “leave of absence” from the program for specified reasons and for a designated period of time without being exited.

- A furlough may be granted at the request of the student, parent, or the District.
- The campus principal meets with the student and parent to discuss the advisability of a furlough. The GT teacher, principal, parent, and student must agree that a leave of absence will benefit the student.
- A “Request for GT Furlough” form must be completed and must specify the beginning and ending date of the furlough. The furlough form requires signatures from the campus principal and parent. Furloughs are for a period of time deemed appropriate by the committee and are designed to be short-term and temporary and should never be used for an entire school year.
- At the end of the furlough, the student must re-enter the program or exit.

Furloughs may be granted for the following:

- A student’s long term illness which affects his/her performance and participation in the GT classroom
- A home or family crisis which affects a student’s performance and participation in the GT classroom
- An unavoidable schedule conflict or over-commitment
- Placement in DAEP
- General student’s performance

Furloughs cannot be granted for the following:

- A student who does not like a particular teacher and/or classmate
- A student who prefers another teacher other than the G/T teacher
- A student who does not care to attend G/T class because his friends are not in that class

If, after the furlough period, the student and family do not want the student returned to active status, the parent will need to conference with the campus principal about exit procedures.

NO REASSESSMENT

Sabinal ISD shall not perform routine reassessments. EHBB (Local) However, a student may be referred and assessed up to once a year based on district referral timelines.

EXIT

Every effort is made to ensure that students are accurately evaluated for GT services. Student performance in the program shall be monitored. A student shall be removed from services at any time the Gifted/Talented committee determines it is in the student's best interest **and** a furlough has been ineffective. If a parent requests their child be removed from GT services, the Gifted/Talented committee shall grant the request. Once a student is exited from services he/she must adhere to the identification procedures and exhibit educational need to be readmitted.

PROVISION OF STUDENT SERVICES

Sabinal Independent School District offers a variety of learning experiences and opportunities for Gifted/Talented students in grades K-12 which meet the mandates of the Texas Administrative Code. The TEKS Resource System provides a viable curriculum based on research-based, best practice models. These services include, but are not limited to, integrating Depth and Complexity into the curriculum and facilitating advanced level products and performances.

Texas Administrative Code §89.3. Student Services

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- A continuum of learning experiences that leads to the development of advanced-level products and performances as well as differentiated strategies in the regular classroom and the Pre-AP and AP classrooms;
- Opportunities to accelerate in areas of academic strength.

A continuum of learning experiences should be provided in the Gifted/Talented services which lead to the development of advanced-level products and/or performances. Such services will include use of depth and complexity elements, differentiation of content, process and/or product in the regular or Pre-AP/AP classroom, a pull-out program, participation in regional Gifted/Talented student seminars, participation in the Texas Performance Standards Project, concurrent or dual-enrollment classes, and other services as deemed appropriate for the student. Services are available in all four core academic areas including Language Arts, Math, Science and Social Studies. Identified students will work independently, with other identified students, and with students of other abilities.

Credit by Examination is available to assist students in acceleration through classes and/or grade levels. For more information on Credit by Examination, contact the student's campus.

Program Services

Elementary Program: In addition to the classroom teachers meeting training requirements, GT students in grades K-5 also take part in a pull-out program. A staff member who has specific training in gifted education works closely with regular classroom teachers so students may experience challenging learning opportunities with their peers.

Middle School Program: GT students in grades 6-8 may participate in GT specific sections of certain subject areas, depending on the student's unique need and area(s) of giftedness. Students will also receive high quality, rigorous instruction from core area teachers who have been trained in meeting the needs of GT students.

High School Program: GT students in grade 9-12 have the opportunity to explore rigorous coursework through Pre-Advanced Placement (Pre-AP), or Dual Credit (DC) courses. Students will also receive high quality, rigorous instruction from core area teachers who have been trained in meeting the needs of GT students.

PROFESSIONAL DEVELOPMENT AND ONGOING TRAINING IN GIFTED EDUCATION

Sabinal Independent School District is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. The district will require at least the minimum hours of training as mandated by the state:

Texas Administrative Code §89.2. Professional Development

- Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

PROGRAM EVALUATION

Sabinal ISD will annually evaluate the Gifted/Talented services by surveying stakeholders including students, parents/guardians, and teachers. The evaluation data will be used as a needs assessment to be addressed in the district/campus improvement plans.

**SABINAL INDEPENDENT SCHOOL DISTRICT
GIFTED/TALENTED COMMON PROGRAM FORMS**

Identification	
• Referral period announcement	10
• Referral Form	11
• Parent permission for assessment/Services	12
• Teacher Rating Checklist	13, 14
• Parent Rating Checklist	15
• Student Profile Sheets	16, 17
• Committee letter regarding determination of educational need	18
Program Services	
• Evaluation of Program Services Surveys	20-24
• Furlough from Services	25
• Exit from Services	26
Personnel Responsibilities	
• District Director Checklist	27
• Campus Administrator Checklist	28
• G/T Teacher Checklist	29

Each form provided below is a template and can be modified to fit the needs of the campus.

PUBLIC ANNOUNCEMENT OF REFERRAL PERIOD (District Responsibility)

Sample Public Notice – Grades 1-11

Sabinal ISD is accepting referrals for students in grades 1-11 for Gifted/Talented Services for the 20XX-XX school year. Referrals will be accepted January X thru January X. Anyone can refer a student for services. If you know a student who may qualify, please refer the child on the Sabinal G/T Referral Form and send it to the campus office. This form can be found on the District Website under Gifted and Talented or at the campus office. Due to technology issues (SPAM), please **do not** email your referral.

Sample Public Notice - Kindergarten

Sabinal Elementary School is accepting referrals for students in Kindergarten for Gifted/Talented services for the **20xx-20xx** school year. Referrals will be accepted through January X. Anyone can refer a Kindergarten student for the program. If you know a student who may qualify, please refer the child on the Sabinal G/T Referral Form and send it to the office. This form can be found on the District Website under Gifted and Talented or at the Sabinal Elementary Office. Due to technology issues (SPAM), please **do not** email. If you have any questions, please contact the campus administrator or counselor at 830-988-2436.

Dear Parent/Guardian,

Your child, _____, has been referred for testing to see if he/she would benefit from Gifted and Talented services for Sabinal ISD. To receive services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. We have enclosed a parent checklist form that is part of the identification process. If you agree to allow your child to participate in the G/T screening process, please fill out the parent checklist and the consent form below to allow your child to be tested. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher by _____ if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

Child's Name: _____

_____ Yes, I give my permission for you to assess my child for Gifted/Talented services. This form will also serve as permission for SISD to provide GT Services to my child should they be admitted to the GT Program.

_____ No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: _____

Date: _____

Si prefiere la información en español, favor de ponerse en contacto con la escuela.

GIFTED STUDENT PROGRAM

TEACHER CHECKLIST

Name _____	Date _____
School _____	Grade _____ Age _____
Teacher completing this form _____	
How long have you known this child? _____ years/months	

Directions: Please check on box for each numbered item.

	<i>Seldom or Never Observed</i>	<i>Sometimes Observed</i>	<i>Often Observed</i>	<i>Almost Always Observed</i>
1. Unassuming use of multi-syllable word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses language to teach another child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Uses verbal skills to handle conflicts or influence others behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Expresses similarities and differences between unrelated objects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Sees cause and effect relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Takes apart and reassembles things and/or ideas with unusual skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Expresses relationships between past/present experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Asks penetrating questions/is curious: asks how, why, and what if.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Displays unexpected depth of knowledge in one or more areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Wants to complete activities on own; independent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Keeps at an issue until it makes sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Sees another's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Says or does something indicating a finely developed sense of humor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. "Plays" with language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Shows nonverbal awareness of other's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Shows strong sense of justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Displays rapid accelerated learning after onset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GIFTED STUDENT PROGRAM

TEACHER CHECKLIST

Directions: Please check on box for each numbered item.

Seldom or Never Observed
Sometimes Observed
Often Observed
Almost Always Observed

18. Reads consecutive passages at an advanced reading level and explains meaning of what is read.

19. Displays unexpected understanding of addition, subtraction, multiplication or division and mastery of numbers.

Add columns

Multiply Each Column by Weight Above
 Add Weighted Columns: **Total**

x		x		x	

GIFTED STUDENT PROGRAM

PARENT CHECKLIST

Student's Name		Date <small style="text-align: center;">month/day/year</small>
School	Grade	Age
Parent's Name		
Teacher's Name		

Instructions: Please mark the box beside each statement that indicates your child's ability in the areas listed below. Give example on separate sheet.


Seldom or Never Observed
Sometimes Observed
Often Observed
Almost Always Observed

- | | | | | |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Display a great deal of curiosity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Generates a large number of ideas or solutions to problems and questions; often unique answers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Likes to adapt improve, or modify objects and instructions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Shows emotional sensitivity and is sensitive to beauty in ways that others may not be. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Offers constructive criticism. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Becomes absorbed and truly involved in certain topics or problems or interests; is persistent about finishing projects. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. With work that excites him/her, the child needs little about external motivation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Strives toward perfection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Prefers to work independently. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Is quite concerned with right and wrong; good and bad. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Seems well liked by classmates and is cooperative and self-confident. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Can express himself/herself well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

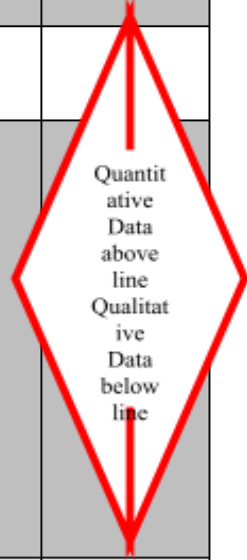
Sabinal ISD Gifted/Talented Student Identification Profile

Student # _____

District line:
Minimum of 1
Quantitative
criteria above line



	Below Average	Average	Bright	High	Superior
School Ability (percentiles)	<49	50-69	70-84	85-93	
<ul style="list-style-type: none"> NNA^T; Non-Verbal School Ability Test; or other ability tests as appropriate 					
Achievement Scores (percentiles)	≤49	50-69	70-84	85-93	
<ul style="list-style-type: none"> ITBS or other achievement tests as appropriate 					
Creative Thinking	0	1	2-3	4-5	6
<ul style="list-style-type: none"> Draw Start – Grades K-6 SECONDARY CRITERIA Draw Start Grades 7-11 					
Teacher Rating Scales (standard scores)					
	<40	41-52	53-59	60-69	70+
Teacher Checklist					
Parent Rating Scale (standard scores)					
	<46	47-54	55-63	64-71	72+
Parent Checklist					



A student *should* score in the high or superior range in at least four areas to qualify for GT services

Gifted/Talented Committee Action:

At this time, this student does, or does not exhibit educational need to receive Sabinal ISD Gifted/Talented services.

Date of Decision: _____

Committee Member Signatures:

**Sabinal Independent School
District Gifted/Talented Services
Determination of Educational Need Form**

To the parents of: _____ Date: _____

After examining your child's assessment data and evaluating your child's specific educational needs, the Gifted/Talented Identification Committee has determined that your child does/does not exhibit educational need to benefit from Gifted/Talented services at this time.

Students not determined to have an educational need for services may be recommended and reevaluated annually.

If you would like to schedule an appointment to look at your child's assessment results, please contact the office at your child's campus.

Sincerely,

Sabinal Independent School District

STUDENT PROGRESS REPORT

NAME: _____ GRADE: _____ DATE: _____

	Not meeting Expectations for GT Students	Meeting Expectations for GT Students	Exceeding Expectations for GT Students
Creative Thinking Skills	Does not depart from traditional ideas to generate unique products. Avoids taking risks	Departs from common ideas and solutions to produce original products.	Consistently and clearly communicates unique ideas. Exhibits ingenious, inventive, lively imagination.
	Student		
	Teacher		
Critical Thinking Skills	Neglects or misinterprets facts. Formulates illogical decisions or conclusions.	Considers facts and variables. Sees relationships. Organizes information. Bases decisions on logical reasoning.	Clearly demonstrates the use of systematic, analytical approaches in making decisions.
	Student		
	Teacher		
Quality Work	Uses time inefficiently. Has difficulty following directions. Lacks organizational skills.	Plans and uses time well. Follows directions. Defines the task. Organizes materials. Evaluates products.	Consistently plans and uses time well, follows directions, defines the task. Evaluates all products for quality.
	Student		
	Teacher		
Problem Solving	Does not initiate problem-solving techniques.	Uses systematic problem-solving techniques: problem-identification and analysis, research, solution formation, validation, and evaluation.	Consistently recognizes the need for and uses systematic problem-solving techniques with competency and proficiency.
	Student		
	Teacher		
Risk Taking	Seldom asks questions. Shows little interest in intellectual pursuits.	Asks questions. Demonstrates willingness to explore new areas. Questions usual and accepted ways.	Asks penetrating questions. Is thoughtful, analytical and curious. Explores topics in breadth and/or depth.
	Student		
	Teacher		
Interpersonal Relationships	Is an ineffective participant in group dynamics. Does not act on evaluative input. Is unaware of others' interests, needs, and feelings.	Cooperates in all group settings. Respects other students' right to learn and recognizes their interests, needs, and feelings. Accepts evaluative input.	Accepts and internalizes evaluative input. Sensitive to others' interests/needs.
	Student		
	Teacher		
Self-Discipline	Lacks self-control. Needs continuous reminders of boundaries. Procrastinates.	Uses self-control. Demonstrates respect. Sees task through to completion.	Exhibits appropriate behavior in most situations. Consistently demonstrates respect, responsibility and reliability.
	Student		
	Teacher		
Motivation	Requires continual redirection. Demonstrates lack of effort. Does not attempt challenging work. Does not follow through to complete a task.	Exhibits self-direction. Demonstrates satisfactory effort. Attempts challenging work. Executes responsibilities on time.	Consistently self-directed. Demonstrates outstanding effort, persistence and application on purposeful tasks.
	Student		
	Teacher		

**Sabinal Independent School District
 Gifted/Talented Program Evaluation Questions
 Student Survey – SHS**

Please complete the following questionnaire by checking a response for each question and return to your teacher. **Return to the office by May XX**

Program Design			
Question	Yes	No	Don't Know
Do you get to work with other G/T students?			
Do you work on projects that challenge you and are above your grade level?			
Are you in an AP or Pre-AP Class?			
If not in an AP or Pre-AP Class, why not? _____			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Do you get to create advanced level products each year?			
Have Gifted and Talented services added value to your education?			
Have you been provided an array of learning opportunities in the core academic areas?			
Family-Community Involvement			
Question	Yes	No	Don't Know
Are you aware of students being included in the annual evaluation?			
Would you like to be a part of the annual evaluation meeting? If yes, please write your name here: _____			
Additional Comments/Suggestions			
<i>Would you be interested in helping with the Summer Enrichment Camp? If yes, please list name here:</i> 			

**Sabinal Independent School District
 Gifted/Talented Program Evaluation Questions
 Student Survey – Sabinal Elementary**

Please complete the following questionnaire by checking a response for each question and return to your teacher. **Return to the office by May XX**

Program Design			
Question	Yes	No	Don't Know
Do you get to work with other G/T students?			
Do you work on projects that challenge you and are above your grade level?			
If in 7 th or 8 th grade, did you attend the Leadership Conference in San Antonio? (SKIP if in 6th grade)			
If yes, what did you like the most?			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Do you get to create advanced level products each year?			
Have Gifted and Talented services added value to your education?			
Have you been provided an array of learning opportunities in the core academic areas?			
Family-Community Involvement			
Question	Yes	No	Don't Know
Are you aware of students being included in the annual evaluation?			
Would you like to be a part of the annual evaluation meeting? If yes, please write your name below.			
Additional Comments/Suggestions			

**Sabinal Independent School District
 Gifted/Talented Program Evaluation Questions
 Student Survey – SJH**

Please complete the following questionnaire by checking a response for each question and return to your teacher. **Return to the office by May XX**

Program Design			
Question	Yes	No	Don't Know
Do you get to work with other G/T students?			
Do you work on projects that challenge you?			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Do you get to create advanced level products each year?			
Did you enjoy the gifted and talented activities this year?			
Additional Comments/Suggestions			

Sabinal Independent School District Gifted/Talented Evaluation Questions G/T Educator Survey

Please complete the following questionnaire by checking a response for each question.

Return to District GT Coordinator by May XX

Student Assessment			
Question	Yes	No	Don't Know
Do you know where to access the board-approved written policy and procedures for gifted student identification?			
Are you aware the policy also addresses furloughs, reassessment, exiting of students from services, transfer of students, and appeals?			
Were you aware when the testing window opened for referrals this year?			
Are you aware if nominations are open to all students, regardless of race, ethnicity, socio-economic status, other identified exceptionalities, etc.?			
Are you aware the district makes placement decisions with a committee of at least three (3) local educators who have received training in the nature and needs of gifted students?			
Program Design			
Question	Yes	No	Don't Know
Are you aware that identified students have the opportunity each year to receive gifted services in the four (4) core academic areas (math, language arts, science, and/or social studies)?			
Do gifted students have the opportunity to work with other gifted students?			
Are you aware if acceleration options are available through Credit by Examination and Early High School Graduation?			
If you are a middle school or high school teacher, do you provide differentiated instruction to identified students through Pre-AP and/or AP classes ?			Circle N/A if elementary
If providing services to identified students through the regular classroom, do you provide differentiated instruction in core areas?			
Curriculum and Instruction			
Question	Yes	No	Don't Know
Are students provided the opportunity to demonstrate skills in self-directed learning and/or research and communication?			
Are you using the recommended Texas Performance Standards Project (in part or whole) to provide differentiated instruction?			
Are identified students provided learning opportunities each year which lead to the development of advanced-level products and performances?			
Are you aware if the campus and district improvement plans address services to gifted/talented students each year?			
Professional Development			
Question	Yes	No	Don't Know
Have you received your required 30 hours of foundational training?			

Question	Yes	No	Don't Know
Are you offered a minimum of six (6) hours annually of professional development in gifted education?			
Are you aware that administrators and counselors need a minimum of six (6) hours of professional development in the nature and needs of gifted students if making placement decisions for gifted and talented students?			
Are there professional development activities for gifted/talented education you would like to attend? (if yes, please write in comment here)			
Does the campus include services for the Gifted/Talented in the Campus Improvement plan each year?			

Family-Community Involvement

Question	Yes	No	Don't Know
Do you communicate with parents of G/T students regarding how you provide G/T services?			

Additional Comments/Suggestions- use reverse if needed

**Sabinal Independent School
District Gifted and Talented
Services Furlough from G/T
Services Form**

Requested by: _____

Student's Name: _____

Student's Grade: _____ Date: _____

Length of Furlough Requested _____

*Please Note: At the end of the Furlough period the student will either be re-entered for G/T services or Exited.

Reason for request:

Gifted/Talented Committee Decision:

_____ Furlough Granted _____

Furlough Denied

Date of committee meeting: _____

Return date:

Length of Furlough: _____

Comments:

Parent:		Committee Member:	
Student:		Committee Member:	
Committee Member:		Committee Member:	

Sabinal Independent School District

**Gifted/Talented Services
Exit from G/T Services Form**

Date: _____

Student's Name: _____ Grade Level: _____

Person Requesting Exit: _____ Relationship to Student: _____

To be completed by person requesting Exit:

Reason for Exit Request:

Was a furlough from G/T services considered and/or granted? _____

Results of furlough? _____

Gifted/Talented Committee Decision:

_____ Exit Granted

_____ Exit Denied

Note: Once a student has been exited from Gifted/Talented services, the student is subject to referral and identification to determine educational need for services before readmission.

Comments:

Signatures:

Student: _____

Parent: _____

Gifted/Talented Committee Members:

**Sabinal Independent School District
Gifted/Talented District Coordinator**

August-September	November-December	Spring
<input type="checkbox"/> Notify and assist campus of new district faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible, new faculty must obtain the training within one semester.	<input type="checkbox"/> Place notice of referral for student assessment in local newspaper and/or on school website. Notice should be available in English and Spanish as needed.	<input type="checkbox"/> Oversee purchasing of assessment instruments for nominated students.
<input type="checkbox"/> Administrators and counselors, who have authority to make program decisions, or assess students, should have 6 hours of Nature and Needs of the Gifted professional development.	<input type="checkbox"/> Campus offices, campus and district websites should have referral forms available.	<input type="checkbox"/> Oversee Kindergarten assessment is completed by mid-February.
<input type="checkbox"/> Review and update G/T policy procedures manual as needed.	<input type="checkbox"/> Assist as request to provide an information meeting on identification procedures and program services. Involve staff from each campus to explain how identified students are served.	<input type="checkbox"/> Meet, as needed, with the Gifted/Talented Committee to discuss the qualifications of Kindergarten students prior to March 1 . Kinder identified students must receive services by March <u>1</u> .
<input type="checkbox"/> Make copies of local Gifted/Talented policy and procedures available at each campus as well as the Texas State Plan for the Education of Gifted/Talented Students (http://ritter.tea.state.tx.us/gted/GTStatePlanEnglishAug05.pdf , and upon request by individuals.).	<input type="checkbox"/> Maintain G/T staff development records.	<input type="checkbox"/> Notify PEIMS coding coordinator of identified Kinder students March 1 .
<input type="checkbox"/> Collaborate with PEIMS clerks and Counselors to confirm correct coding of newly identified students.	<input type="checkbox"/> Attend GT Directors meetings at Region 20.	<input type="checkbox"/> Meet, as needed, with the Gifted/Talented Committee to discuss the qualifications of students in grades K-11.
<input type="checkbox"/> Check with PEIMS coding coordinator to confirm correct coding of newly identified students.		<input type="checkbox"/> Distribute and collect surveys over G/T services from teachers, students, and parents. Aggregate data and disseminate to campus administrators and District G/T Committee.
<input type="checkbox"/> Attend GT Directors meetings at Region 20.		<input type="checkbox"/> Attend GT Directors meetings at Region 20.
		<input type="checkbox"/> Maintain G/T staff development records.

**Sabinal Independent School District
Campus Administrator Responsibilities**

August-September	November-December	Spring
<input type="checkbox"/> New campus faculty members providing Gifted/Talented services have secured the 30 hours of G/T foundational required professional development. If this is not possible before the school year begins, new faculty must obtain the training within <u>one semester</u> .	<input type="checkbox"/> Make available referral forms for parents and community members who wish to nominate a student for testing.	<input type="checkbox"/> Assist district G/T Director in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> To the extent possible, cluster G/T students in the same class sections.	<input type="checkbox"/> Once the referral period has closed, obtain written parental permission for assessment of each <u>student</u> .	<input type="checkbox"/> Campus Improvement Plans should contain at least one indicator for improvement of G/T services each year based on campus survey <u>data</u> .
<input type="checkbox"/> Campus G/T teachers are provided with an updated list of identified Gifted/Talented students.	<input type="checkbox"/> Maintain staff development records of G/T teaching staff	<input type="checkbox"/> As spring identification is finalized, place a copy of the student profile for qualifying students in permanent records.
<input type="checkbox"/> Campus G/T teachers are provided with copies of local G/T procedures as well as The Texas State Plan for the Education of Gifted/Talented Students.	<input type="checkbox"/> As walk-throughs and observations are conducted, look for evidence of teachers using Depth and Complexity with their G/T students as well as requiring advanced level products and performances.	<input type="checkbox"/> If identified students are moving to another campus, collect students' files and send them to the new campus.
<input type="checkbox"/> Establish means of informing parents how students will receive services (meeting, letter, website).		<input type="checkbox"/> Assure current G/T teaching faculty have obtained a 6-hour G/T credit professional development update.
<input type="checkbox"/> Maintain several copies of local Gifted/Talented procedures as well as The Texas State Plan for the Education of Gifted/Talented Students available to G/T <u>parents upon request</u>		
<input type="checkbox"/> Check with PEIMS coding clerk and coordinator to confirm correct coding of newly identified students.		

**Sabinal Independent School District
G/T Teacher Responsibilities**

Beginning of Year	Ongoing	End-of-Year
<input type="checkbox"/> If this is your first year to provide Gifted/Talented services, make sure you have secured the 30 hours of G/T foundational required professional development. If this is not possible prior to the school year beginning, it must be obtained before the end of the first semester. Maintain copies of professional development records as proof of training.	<input type="checkbox"/> Differentiate for identified students on a regular basis through incorporating Depth and Complexity, as well as advanced products and performances. Other means of differentiation can be offered at your discretion based on student needs. Grades should always be based on grade-level TEKS.	<input type="checkbox"/> Assist G/T Coordinator and campus administrator in administering and collecting surveys over G/T services from teachers, students, and parents.
<input type="checkbox"/> Obtain a copy of the local G/T procedure manual as well as The Texas State Plan for the Education of Gifted/Talented Students from your campus administrator. Familiarize yourself with district and state requirements.		<input type="checkbox"/> Make sure you have received 6-hours of G/T update professional development credit each year you provide Gifted/Talented services and maintain a copy of certificate for documentation.
<input type="checkbox"/> Coordinate with your campus administrator to establish a means of informing parents how students will receive services (meeting, letter, website, etc.)		<input type="checkbox"/> Continue to work on one product/performance for each student.
<input type="checkbox"/> If parents of identified students request copies of local Gifted/Talented procedure manual and/or procedures, as well as The Texas State Plan for the Education of Gifted/Talented Students, secure copies from your campus administrator.		<input type="checkbox"/>

Sabinal Independent School District Pre-Kindergarten Family Engagement Plan

The mission of Sabinal Independent School District is “Making excellence an everyday event”. Critical to the district mission is providing equitable opportunity for youngsters to receive an excellent educational foundation, which can be achieved for many, particularly low-income students, through participation in a high-quality pre-kindergarten program.

According to a study published by Raise Your Hand Texas, an advocacy group for public education in Texas, children who attend any type of preschool program were more likely to be ready for kindergarten (54 percent ready) than children that had not attended preschool (38 percent ready). High-quality pre-K programs can lead to significant and sustained scholastic gains for young children.

A critical component of any successful pre-kindergarten program is parental involvement. Dr. Karen Mapp, a leading Harvard researcher, has devoted a large body of her research to creating and strengthening family, community, and school partnerships in order to increase student achievement. Her research has revealed that family and parental involvement fosters faster rates of literacy acquisition among children, increased rates of students going on to secondary education, increased attendance rates and decreased rates of school dropouts.

Sabinal Independent School District recognizes that parents are a child’s first teacher(s). Parents serve as key collaborators in the social-emotional and academic development of their children. Therefore, the district honors and encourages a strong partnership with students’ parents and families by providing partnership opportunities surrounding the following six core areas:

- Family-to-family support
- Community resource/networking support
- Participation in school decision making
- Providing tools to enhance and extend student learning outside of school
- Supporting school staff with ways to develop their skills in evidenced-based practices that support families in meeting their children’s learning benchmarks; and
- Evaluating the school’s family engagement efforts and using that data to continuously improve

The following provides an overview of the Sabinal Independent School District Pre-Kindergarten Family Engagement Plan surrounding the six tenants above.

	<p>SASID will foster parental involvement through categorized activities such as:</p>
<p>1. Facilitate Family-to-Family Support</p>	<ul style="list-style-type: none"> • Meet the Teacher Night (prior to school starting) • Open House • Family Literacy Night • Buddy Reading Program • Parent Volunteer Opportunities • Monthly Parent Activity Calendar • Parent/Teacher Conferencing • Parent Teacher Organization • Fall Festival • Holiday Program Preparation • Picnic with the Parents (Fall, Spring) • Career Day • Communication Assistance (translation)
<p>2. Establish a Network of Community Resources</p>	<ul style="list-style-type: none"> • Texas Health and Community Services • Education Service Center Region XX • Back to School Health Fair (MHMR, Uvalde Memorial Hospital, County Clinic, Dr. Kelly (Family Practitioner in Sabinal), Fiesta Dental • Immunization Clinic • Texas Fitness Challenge • Flu Shot Clinics • 5K Healthy Exercise Challenge • K'Star Counseling and Outreach Services • Elementary Career Day • Autism 101 Parent Trainings • Sabinal Public Library Resource Card Assistance • Sabinal Police Department • Texas Suicide Hotline • KSTAR Uvalde County • Uvalde Memorial Hospital Emergency Room

	<ul style="list-style-type: none"> • Sheriff’s Department • One-on-One Parenting Skills/Classes • Small Group Counseling • Individual Counseling • Abbreviated Family Counseling • Student Guidance Classroom Lessons • Social-Emotional Wellness
3. Increase Family Participation in Decision-Making	<ul style="list-style-type: none"> • Campus Leadership (Site-Based Decision Making) Team • District Leadership (Site-Based Decision Making) Team • Parent Teacher Organization • Parental surveys • Parental input on Targeted Improvement Plan
4. Equip Families with Tools to Enhance and Extend Learning	<ul style="list-style-type: none"> • Literacy and Math Nights • Autism 101 Training • Special Education Professional Development • Dyslexia Professional Development for Parents • STAAR Night • Lending developmentally appropriate technology to families and provide teacher-approved Internet learning websites to practice academic learning • Home practice provided so students do not regress during long breaks from school • School field trips and school-recommended family field trips outside of the school day • Virtual field trips
5. Develop Staff Skills in Evidence-Based Practices That Support	<ul style="list-style-type: none"> • Response to Intervention • Sabinal Independent School District Board Goals • Education Service Center, Region XX Support • Parent Conferencing

<p>Families in Meeting Their Children's Learning Benchmarks</p>	<ul style="list-style-type: none"> ● Use of Class DoJo school-wide to involve parents in the education of their child(ren) on a daily or weekly basis ● Literacy and Math Nights ● Teacher-led Make and Take Sessions for Parents ● Progress Reports/Report Cards ● Universal Screening Results/Individual Student Goal Setting ● Professional Ethics Training for Staff ● Interaction with Parents ● Positive behavioral reinforcement and response to children's behavior ● Supporting families in crisis ● Providing community resources to support needs ● English as a Second Language support ● Full time academic dean that provides individualized, small group and/or entire staff embedded professional development and planning support to teachers surrounding core academic areas ● Full time school counselor that provides individualized, small group or entire staff social-emotional professional development
<p>6. Evaluate Family Engagement Efforts and Use Evaluations for Continuous Improvement</p>	<ul style="list-style-type: none"> ● Surveys such as the Early Childhood Program Self - Assessment and PK Parent Survey ● Circle and ISIP Individual Student Assessment results to drive academic family support with student learning ● Compilation of evaluation data and use it to plan and implement a more effective Parental Involvement Program ● Utilization of sign-in sheets to gauge parent/family participation and attendance at events ● Parent/Teacher/Administrator conferences to provide the opportunity to receive feedback from families

Sabinal Independent School District

Parent and Family Engagement Policy

2023 - 2024

VISION STATEMENT

Providing an exemplary education.
Leading to a successful future.

MISSION STATEMENT

Making excellence an everyday event.

BOARD GOALS

1. SISD will increase academic achievement for all by providing a rigorous curriculum, with high academic standards, based on assessment of student progress.
2. SISD will maintain an education environment defined by high expectations that promote responsibility and accountability of all stakeholders while embracing a “culture of caring” through strong partnerships between the district and the community. Expectations include volunteerism and student participation that extends beyond the classroom.
3. SISD will provide opportunities for all students to acquire the knowledge and skills necessary for College and Career Readiness with opportunities to acquire Industry Based Certifications
4. SISD will cultivate a well-rounded education by nurturing a student’s critical thinking, problem solving, creativity and more, so they can make informed decisions when facing life’s challenges and respond accordingly.

CORE BELIEFS

- We believe that each individual is unique.
- We believe character values are the building blocks of a prosperous life.
- We believe in a strong work ethic.
- We believe mutual respect is the foundation for a safe and nurturing environment.
- We believe that helping one another strengthens our community.
- We believe education is a shared responsibility throughout the community.
- We believe effective communication is vital to success.
- We believe that life-long learning cultivates personal growth.
- We believe that everyone deserves access to a quality education.
- We believe that in failure there is opportunity for growth.

SISD will involve parents in the joint development of the of its district-wide family engagement policy under section 1116 (b)(1) of the ESSA, including the district's parent and family engagement policy process will be jointly developed with and agreed on with parents under section 1116(a)(2) of the ESSA:

All school districts receiving Title I, Part A funds are required under Section 1116(b)(1) of ESSA to develop a written family engagement policy for the district that establishes the district's expectations and specifically describes how the district will meet the required components of the policy.

The District Improvement Team (DIT), composed of SISD employees, parents of students enrolled in the district, business representatives and community members, met on November 15, 2022 to review and edit the SISD Parental and Family Engagement Policy.

This policy was accepted by the Sabinal Independent School District on November 15, 2022. The school district will post this document on the district's website making it available to all parents of the participating Title 1, Part A children.

Individual Campus Parental and Family Engagement Plans have been developed and are available on each campus' website and handbook.

SISD will conduct with parents an annual evaluation of the content and effectiveness of the family engagement policy in improving the academic quality of the schools served under this part, including:

- The identification barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

- 1) SISD will communicate with parents to the extent feasible in English, Spanish and/or home language.

- 2) SISD will provide translators as needed.

- 3) District meetings will be planned at convenient times and locations to accommodate all stakeholders.

- The use of evaluation findings to design strategies for more effective parent involvement.

- 1) Administration may conduct a Title I survey for the annual evaluation of the Title I Program. The findings may be used to design strategies for more effective parent involvement and for improvement of the instructional program.

- The revision of the family engagement policy/procedures as necessary.

- 1) The SISD Parental and Family Engagement Policy will be reviewed and approved annually by the DIT committee in the spring.

- 2) Each Campus will review and update their own Campus Family Engagement Plan.

SISD will provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to

improve student academic achievement and school performance.

Administration will hold annual meetings with Title I principals to review Title I requirements.

Principals will need to create electronic folders in Google Drive to organize required documentation.

SISD will allocate Local and Title I funds for Parental and Family Engagement.

SISD will build the schools' and parents' capacity for strong family engagement.

Campuses will provide materials and training to help parents work with their children.

- 1) Will provide parent brochures in English and Spanish.

- 2) Will engage in development of annual Family Nights at Title I campuses.

SISD may coordinate and integrate family engagement strategies under other programs such as the Head Start/Advance program, etc.

SISD will involve parents in the activities of the schools served under Title I.

Parents will be informed of SISD activities through the district website, flyers sent home, electronic mail, and class boards and through social media.

Parents will be invited and encouraged to attend the District Improvement Team, School Health Advisory Council, and other district-level meetings.

PTO and Parent Volunteers, will serve as an active organization for parent participation at the Title I campuses.

SABINAL ISD ANTI-BULLYING POLICY

Purpose

Sabinal ISD recognizes that a safe school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of Sabinal ISD to create a learning environment in all its school communities where all students feel safe and supported, are protected from bullying, and are able to succeed academically and develop socially and emotionally into responsible, caring individuals.

Sabinal ISD asks that every student, with the support of his/her parent(s), or guardian(s) and the employees at our schools, commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

This Policy is based on the engagement of a range of school stakeholders, including students and parents/guardians. Sabinal ISD will reevaluate this policy every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. The information developed will be made available on the District's website.

Bullying and harassment are prohibited: (1) during any school-sponsored or school-sanctioned program or activity; (2) in school, on school property, on school buses or other provided transportation; (3) through the transmission of information from a computer or computer network, or other electronic school equipment;(4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other school transportation, and at school-sponsored or school-sanctioned events or activities; (5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity;.

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

- a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- d. Infringes on the rights of the victim at school; and Includes cyberbullying.

Cyberbullying:

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

"Cyberbullying" means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district. When an administrator or teacher receives a report that bullying through this means has occurred, they are to let their supervisor know. This Policy does not require a district or school staff to monitor any nonschool-related activity, function, or program.

"Retaliation" means any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying. Retaliation is prohibited and will result in the imposition of appropriate interventions/consequences according to this Policy and the SCC.

"Peer Conflict" means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. Conflicts arise when two or more students with relatively similar observed or perceived power have differences in opinion or perspectives. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions.

"Prejudice or bias" means motivation for bullying or harassment based in part or in whole by actual or perceived race, color, religion, sex, national origin or immigration status, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

“Restorative Practices” means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students’ behavioral health needs. Restorative practices are ways of pro-actively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better.

Preventing Bullying:

All campus principals and staff shall work to develop safe supportive school environments that prevent bullying through:

- Developing supportive school climate strategies, including clear expectations and share agreements to guide interactions between students, and between staff and students.
- Teaching all students social and emotional skills and establish classroom and school-wide practices that promote relationship-building, including teaching all school stakeholders to speak out when they see or hear bullying, degrading language, and bias or prejudice.
- Establish predictable responses and effective disciplinary practices that address root cause, teach skills, build empathy, and repair harm

Intervening to Address Bullying:

A. Responsibilities of Sabinal ISD Employees , lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must: (1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved; (2) report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours on the SISD Bullying Complaint Form (Attachment A); and (3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

B. Responsibilities of Students, Parents and Guardians: No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any Sabinal ISD employee in person, through the “Bully Drop Box” located in the foyer of the schools, or by completing Attachment A and submitting it to the Principal/Designee. Anonymous reports will be accepted by the Principal/Designee. No disciplinary action will be taken on the sole basis of an anonymous report.

C. Steps for Investigating Bullying Reports

(1) Ensure safety. The Principal or his/her designee will provide immediate support to any targeted student(s) to ensure safety. Alleged behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression should be reported immediately. (2) Notify parents/guardians of all involved students. Within one school day of receipt of a bullying report, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the District student information system. a. Notifications should be made privately to students directly involved and their parent/legal guardians. b. Additionally, when incidents have a larger impact on the school community, the Principal/Designee shall provide clear communication to students, staff and parents to re-enforce school-wide expectations and a climate of respect and inclusion. (3) Document all allegations of bullying. Within two school days of receiving a report of bullying, the Principal/Designee will document the allegation in the District student information system as a general incident report and document all notifications made. (4) Conduct an investigation. The Principal and/or a designee, who is knowledgeable about bullying prevention and intervention, shall perform the investigation. Investigation of reported bullying shall be initiated within 5 school days of receipt of a report, documented within the incident report in the District student information system, and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/Designee shall document the extension in the investigation report and shall notify the parties involved.

The investigation shall include: a. Identifying all involved parties, including the student(s) alleged to have engaged in the bullying behaviors, alleged target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it. b. Conducting an individual interview in a private setting with all involved parties. The alleged target should never be interviewed in public or with the student(s) alleged to have engaged in bullying. c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and the District student information system of the behaviors on the targeted student's education. d. Assessing the individual and school-wide effects of the incident relating to safety.

(5) Make a determination whether allegations of bullying are substantiated or not and document determination. The Principal/Designee shall consider whether the four elements of the bullying definition are met, or if all four elements of bullying are not present, whether the behavior qualifies as another inappropriate behavior listed in the SCC. When the investigation is complete, the Principal/Designee shall ensure the investigation and findings (whether the report of bullying is substantiated or not substantiated) are documented in the District student information system. If the investigation determines a student engaged in bullying behaviors and/or other inappropriate behaviors listed in the SCC, the Principal/Designee shall prepare a Misconduct Report.

(6) Notify all involved parties of the outcome of the investigation that pertains to their individual child. Within one day of making a determination, the Principal/Designee shall notify, in writing, the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying.

When communicating incidents of bullying to the targeted student's parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school-related reason for doing so.

If the investigation determines a student engaged in bullying behaviors, the Principal/Designee shall provide the Misconduct Report to the parent/legal guardians of the student who engaged in the behaviors. The Principal/Designee may advise the parent/legal guardian of other involved students that the Student Code of Conduct was followed. S/he may not advise them of specific consequences imposed, as that would violate the confidentiality of school-record information required by law.

D. Determining an Appropriate Response:

The goal of the response is to ensure the targeted student feels safe and welcome, and the student engaging in bullying behaviors understands the harm s/he caused and changes his/her behavior.

(1) Identify school risk factors and ensure a universal strategy for school climate improvement and social and emotional development. Assess and address any issues in supervision, expectations, relationship-building, and emotional learning.

(2) Support the targeted student. Assign school staff to create and implement a plan that will restore a sense of safety for the targeted student and other students who have been impacted. Determine any other interventions that may be appropriate.

If the targeted student has a disability, the school shall convene the ARD Committee to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's disability affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the committee to consider whether the IEP should include provisions to reduce vulnerability to bullying.

(3) Determine interventions and/or consequences that address the root cause of the students' bullying behaviors. Consider the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Follow the Student Code of Conduct and the Guidelines for Effective Discipline, and identify opportunities to teach, build empathy, and repair harm. While suspensions may be necessary in some cases to ensure the safety of the targeted student, keep in mind that suspending or expelling students who bully does not reduce bullying behavior.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene through a Manifestation Determination to determine if additional supports and services are needed to address the inappropriate behavior and develop the student's social and emotional skills. The team may also consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the ARD committee should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Students with

Disabilities/Impairments when considering interventions and consequences for students with disabilities.

(4) For incidents that impact the larger school community, provide opportunities in safe, structured environments for affected students, staff, and/or parents to speak about the incident, its impact, and what is needed to repair the harm.

Training and Professional Development

Staff Professional development will be offered to build the skills of all Sabinal ISD employees to implement this Policy. The content of such professional development shall include, but not be limited to: (1) Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them; (2) Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying; (3) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and (4) Information about Internet safety issues as they relate to cyberbullying.

Sabinal ISD Form for Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report.

Please submit this report to the principal or any school staff member.

Victim or Target Information

School: _____

Name(s) and grade(s) of Victim/Target:

Reporting Information (*Optional for students/parents/guardians)

Name & Title of Person Reporting: _____

Relationship to Victim/Target: _____

Phone: _____ Email Address: _____

Incident Information

Name(s) of student(s) accused of engaging in bullying behaviors OR description (if name(s) unknown):

Location of incident: _____

Date and time of incident: _____

Approximate dates, times, and frequency of prior incident(s): _____

Describe what happened and who was present in as much detail as possible (*Required Information):

Date of submission: _____

2023-2024 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migratory Children:</i> Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. Note: Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOEs.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOEs.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> • Systems Specialist is to enter data from each child’s COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters, Data Dashboard through Arroyo Research Services as contracted by TEA	Update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families	Staff: MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. Other		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: MEP Consultant/Education Specialists	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
<p>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</p> <p>A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p>	<p>Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.</p>	<p>TIMELINE</p> <p>By July 30</p>
<p>B. Other -- MEP Family Surveys LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>

**Priority for Service (PFS) Action Plan
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 Texas – New Generation System (TX-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>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), 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 EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u> • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, 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 the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district’s PFS Action 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: ESC Region 20 MEP SSA
Region: 20

Priority for Service (PFS) Action Plan

Completed By: ESC-20 MEP Team, SSA Member Representatives
Date: 08/23/2023

School Year: 2023 - 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) 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., Emergent Bilingual, economically disadvantaged).

Goal(s): Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	Objective(s): 100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> 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. 	Annually by September 30	Migrant Coordinator Education Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	Education Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> ▪ 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 TX-NGS Priority for Service (PFS) reports. 	Monthly	Education Specialists Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Annually PAC Meetings	Education Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
<ul style="list-style-type: none"> ▪ During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home (case-by-case basis) and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Education Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> ▪ 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. 	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms

<ul style="list-style-type: none"> ▪ 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. 	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters District Designee	Adjunct Migrant Counselor Logs Recruiter Logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> ▪ The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Migrant Coordinator Education Specialists	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> ▪ 			