SABINE ISD
District Improvement Plan
2025 – 2026

November 10, 2025
Date of School Board Approval

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of the Sabine Independent School District is to provide appropriate, challenging opportunities, in a safe and positive environment, for all students to develop to their potential academically, mentally, emotionally, physically and socially in a way that each student is motivated and enabled to become a confident and competent problem-solver, communicator, collaborative worker, user of technology, and life-long learner so that the student is prepared to become an effective citizen and productive member of society.

District/Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Monty Pepper	Superintendent	
Shelley Yates	Director of Curriculum	
Glenda Hickey	Director of Business	
Megan Burns	Elementary Principal	
John Weaver	Elem. Assist. Principal	
Natalie Johnson	Elem. Counselor	
Gina Fowlkes	Elem. SPED Teacher	
McCall Hawthorne	Elem. Teacher	
Emily Barr	Elem. Teacher	
D'Ann Gerbine	Elem. Teacher	
Sara Cantrell	Middle School Principal	

District/Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Leah Lowery	MS Counselor	
Michael Mayfield	MS Teacher	
Lacy Clements	MS Teacher	
Sara Flanigan	MS Teacher	
Cora Davis	MS Teacher	
Kody Cage	MS Teacher	
Tony Haufler	MS SPED Teacher	
April Washburn	Intermediate Principal	
Kristin Reaves	Intermediate Counselor	
Cheyenne Coon	Intermediate Teacher	
Megan Turner	Intermediate Teacher	
Tracy Floyd	Intermediate Teacher	
Brian Martin	Intermediate Teacher	
Stanton Reaves	High School Principal	
Stephanie Richard	HS Assist. Principal	

Gay Noble	HS Teacher	
Anna Hamilton	HS Teacher	
Heather Goodgion	HS Teacher	
Yvonne Rich	HS Counselor	
Misty Gee	Parent	
Erica McPherson	Business/Community	

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

DISTRICT ESSA REQUIREMENTS

Equity Plan *[ESSA Sec. 1112(b)(2)]*: The district findings indicated that SISD falls well below the state averages in the inexperienced and out of field areas with the exception of high school inexperienced teachers. With this gap, we have considered the ongoing problem that a small district experiences to fill positions. Inexperienced teachers are largely what small districts can attract as candidates and we have to support and grow these teachers to be effective teachers.

Poverty Criteria *[Sec. 1112(b)(4)]*:
SABINE ISD determines Title I eligibility and rank/serve order through number of children eligible for free and reduced-priced lunches.

School wide Programs *[Sec. 1112(b)(5)]*: Sabine ISD utilizes intervention teachers and tutors for small groups in all grade levels and uses the Cardinal Reading Intervention Program at the elementary.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency?
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District: 10.0

The process we use to identify students at-risk is: *The district identifies students using the criteria list for definition of at-risk students.*

The process we use to exit students from the SCE program who no longer qualify is: *The district will exit students from an SCE program when they do not meet criteria list for definition of at-risk students.*

Optional for Title I Schoolwide schools:
At Sabine ISD, School State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Students At-Risk	70	55	56	67	66	62	74	53	52	73	68	45
Students Not At-Risk	90	78	75	92	86	85	89	77	86	85	87	83

	Drop Out Data		Completion Data	
	2022-23	2023-24	2022-23	2023-24
Students At-Risk	0	0	30	22
Students Not At-Risk	0	0	79	81

The comprehensive, intensive, accelerated instruction program at this district consists of intervention teachers for small group and pull out tutorials for students at risk.

Upon evaluation of the effectiveness of this program the committee finds that this has been very effective in supporting students to meet performance standards on the state assessments. K-2 grades are assessed by teachers with Dibels and students receive instruction and intervention according to the data.

Federal, State and Local Funding Sources

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

This school wide program will consolidate funds in the following way: **Title I, Part A only** *[ESSA Sec. 1114(b)(7)(B)]*

Federal	
Program/Funding Source	**Amount of Funding**
Title I, Part A	200,764
Title II, Part A	43,480
Title III, Part A	16,734
Title IV, Part A	16,492
IDEA-B-Formula	948,460
IDEA-B Preschool	20,512
Safe Grant cycle 1&2	386,012
Carl Perkins (Region 7 SSA)	
State	
Program/Funding Source (% Required Spend)	**Amount of Funding**
Foundation-Dyslexia (100%)	103,169
Foundation-Career/Tech (55%)	1,559,710
Foundation-Special Ed (55%)	2,250,027
Foundation-Comp Ed	1,140,864
Foundation-Bilingual/ESL (55%)	109,181
Foundation-Early Childhood (100%)	318,813
Gifted and Talented	31,240
Foundation – School Safety	165,410
Foundation-CCMR Outcomes Bonus (55%)	19,000
Local	
Program/Funding Source	**Amount of Funding**
Tax Revenue	3,637,750
Contribution to Spec Ed SSA	510,031
Contribution to DAEP SSA	57,923

Comprehensive Needs Assessment Attendees

Date(s):

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Monty Pepper	Superintendent	
Shelley Yates	Director of Curriculum	
Glenda Hickey	Director of Business	
Megan Burns	Elementary Principal	
John Weaver	Elem. Assist. Principal	
Natalie Johnson	Elem. Counselor	
Gina Fowlkes	Elem. SPED Teacher	
McCall Hawthorne	Elem. Teacher	
Emily Barr	Elem. Teacher	
D'Ann Gerbine	Elem. Teacher	
Sara Cantrell	Middle School Principal	

Comprehensive Needs Assessment Attendees

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Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Leah Lowery	MS Counselor	
Michael Mayfield	MS Teacher	
Lacy Clements	MS Teacher	
Sara Flanigan	MS Teacher	
Cora Davis	MS Teacher	
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Tony Haufler	MS SPED Teacher	
April Washburn	Intermediate Principal	
Kristen Reaves	Intermediate Counselor	
Cheyenne Coon	Intermediate Teacher	
Megan Turner	Intermediate Teacher	
Tracy Floyd	Intermediate Teacher	
Brian Martin	Intermediate Teacher	
Stanton Reaves	High School Principal	

Stephanie Richard	HS Assist. Principal	
Heather Goodgion	HS Teacher	
Gay Noble	HS Teacher	
Anna Hamilton	HS Teacher	
Yvonne Rich	HS Counselor	
Misty Gee	Parent	
Erica McPherson	Business/Community	

Comprehensive Needs Assessment Summary
2025-2026

Section 1 – District Profile

Sabine ISD is a 3A district with one high school campus (9-12), one middle school campus (7-8), one Intermediate Campus (5-6) and one elementary campus (PK-4). Total student enrollment is 1583 with total staff at 273. Student demographics are: African American 3.1%, Hispanic 26.8%, White 70.5%, American Indian .1%, Asian .4%, Two or More Races 5.2%. Our economically disadvantaged population is 49%. The district is a Title I school wide district. The intermediate campus was added this year merging the 5th from the elementary and the 6th from the middle school. A planning year was determined not needed to identify the intermediate as a school wide campus since these students were coming from Title I school wide campuses and they met the 40% and above guidelines.

Section 2 – Data Reviewed

State Assessments, Unit Assessments, PBMAS, Discipline Data, Attendance Data, Discipline Data, Accountability Data, DIP/CIP, DMAC Data, TAPR, AP Results, Participation Records, SuccessEd Program Resources, Dibels, IXL assessment and tutorial results

Section 3 – Findings/Conclusions

As a district, we found, based on our data, that our focus needs to be in the areas of 3rd grade reading/math, 4th grade math,5th gr math/reading/science, 6th math/reading, 7th and 8th reading/ math, 8th grade Social Studies, and moving all EOCs – US History, Algebra I, Biology and English I & II from approaches to masters. We will also target closing the gaps in all subjects across the sub-pops. Technology integration in the classrooms is improving across all campuses. We are not performing terribly, but we need to continue to improve to perfect data driven instruction and strategies in the classroom. We will also be working to move more students from approaches and meets to masters per the accountability system. The district is still targeting the gaps that are still evident with our students' learning. Teachers need to be more knowledgeable of vertical alignment and TEKS of prior grade level of their students. We continue to support our staff with any resources and training needed to support the success of their instruction for our students.

Section 4 – Strengths

Students:

- Academic Successes
- Extracurricular Successes
- Discipline
- Attendance

Staff:

- Positive Climate across all campuses
- Low Turnover Rate
- Support for Staff
- Mentors Provided for New Employees
- Collaborative/Teamwork

Parents/Community:

- Parent Volunteers
- PTO Activities
- Strong Community and Parent Involvement
- Effective Communication with Parents
- Community Collaboration
- Sabine Education Foundation

Facilities:

- Clean and Inviting Atmosphere Across All Campuses
- Safety and Security Priorities Across All Campuses
- Security Entry Systems Districtwide
- Implementation of CrisisGo App for improved security/safety communication
- VOIP Phone System

- District Communications Representative

Section 5 – Weaknesses

Students:

- State Assessment Results in All Areas/Subjects Need to Improve
- Teaching Students to Meets and Masters for Student Progress
- Closing the Gaps in Sub Pops
- Special Pops Achievement
- Promote Student and School Successes
- College Prep Courses
- CCMR Identification and Qualification
- Increase AP Test Results
- Attendance
- Certification Pathways for CTE
- TSI English and Math Success
- Industry Based Certifications

Staff:

- High School Inexperienced/Out of Field Teachers
- Data Driven Discussions and Instruction
- Vertical and Horizontal Teaming
- Continued Technology Integration
- Better Utilization of Assessment Tools to Create Quality Assessments

Parents/Community:

- Ongoing Improved Communication and Collaboration Opportunities for Involvement

Facilities:

- Enhance Safety and Security Measures

Section 6 – Identified Needs

- Continued Improved Communication through District Website and Social Media
- Increased Opportunities for Parental Involvement and Family Nights
- Parent/Community Surveys
- Hiring Qualified Staff in a Timely Manner
- Continued Technology Training for Teachers
- Data Literacy and Implementation Training/Data Driven Instruction
- Continue Safety and Security Preparedness
- ESL Certification for Teachers
- Supplemental Materials for all STAAR Tested Areas
- Tutors for Small Groups
- Staff Development and Increased Education for TEKS Resource System and State Standards

- College, Career, Military Ready Identification and Qualification Plan
- Continued Improvement and Closing Gaps on STAAR 3-8 and EOC Scores with All Sub Pops
- Marked Gains in All STAAR 3-8 and EOC Tested Subjects in Meets and Masters
- Attendance Rate Improvement Incentives
- Professional Development on Differentiated Instruction and Strategies
- AP Test Preparation
- TSI English and Math Preparation
- CTE Course Audit for Developing Certification Pathways
- Increase opportunities for Industry Based Certifications
- Speakers to Present Over Varied Needs of District/Campuses
- Success Celebrations
- Continued Improvement of Mainstreaming SPED Student Percentages
- Increase Student Centered Lessons
- Quality Assessments and Use of Assessment Tools
- Gap Tool processes and training
- Vertical Alignment training
- Social/Emotional support
- Intervention Teachers for Individual/Small Group Support on Campuses
- Implementation of IXL BOY, MOY, EOY diagnostic and individual student action plans for growth progress across the school year

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 1: SISD will identify effective instruction strategies and implement data driven activities for **All SUBJECTS**. The district will meet and strive to increase the state passing standard and mastery standard for student performance on the state assessment in **ALL SUBJECTS** across all accountability groups.

Summative Evaluation: All Students and each subpopulation in the state accountability system will meet or exceed the standards set by the State of Texas.

Data 2024-2025	Sabine All Students	State All Students
% Met Standard	**76%**	**75%**
% Met Masters	**19%**	**21%**

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Individual principal data meeting every 6 weeks with each campus administrator.	2	Curriculum Director	August-June	DMAC unit assessment data	DMAC data Campus data summary Agenda Sign in sheets	Improved unit assessment results Improved state assessment results Data literacy Improved lesson planning and instruction
District administrative team meeting for collaborative discussion on goals and progress with superintendent.	2	Principals Curriculum Director Superintendent	August -June			
Optional campus STAAR Interim Assessments for each window for state assessed subjects to project student success and progress through school year.	2	Curriculum Director Principals	November - April	Chromebooks Texas Assessment Management System	Interim Assessment Reports DMAC Reports	Improved state assessment results Improved lesson planning and instruction

Develop activities/strategies and scheduled time to focus on data and progress of student learning to increase percentages of students that achieve "Mastery Level" on the state accountability tests in each subject area.	2	Superintendent Principals Curriculum Director Campus Staff	August - May	TEKS RS DMAC Region 7 ETS Interim Assessments Unit Assessments	DMAC data Campus data summary Interim Assessment Reports Meeting agendas and notes	Improved results and increased percentages on mastery level on unit assessments, interim, state assessments
Develop strategies and scheduled time to focus on data and student progress to maintain "A" rating on the state accountability measures.	2	Superintendent Principals Curriculum Director Campus Staff	August - May	TEKS RS DMAC Region 7 ETS Interim Assessments Unit Assessments	DMAC data Campus data summary Interim Assessment Reports Meeting agendas and notes	Improved results on all assessments. Improved instructional strategies in all subjects. Improved learning climate on all campuses
Summer district staff development on campuses focusing on YAGs/Pacing Guides/Vertical Meetings/Department Meetings and TEK Resource System updates.	2	Superintendent Curriculum Director Principals	June -August	Google District Staff TEKS RS	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design, increase percentage of all students of mastery level on STAAR
Summer district technology training focusing on Google Classroom and digital instruction and learning.	2	Instructional Technologist Curriculum Director Principals	June -July	Google Instructional Technologist	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design, increase percentage of all students of mastery level on STAAR
Continued Reading Academy training, per TEA requirements, started for elementary teachers.	2	Superintendent Curriculum Director Principals	August-May	Region 7 TEA	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design, increase percentage of all students of mastery level on STAAR

Check out Chromebook to each student in district for digital or remote learning. Purchase replacement Chromebook covers for devices. Provide Chromebook carts for PK-1.	2	Superintendent Technology Director Principals Curriculum Director	August	Technology Director Chromebooks and Covers	Checkout list to assigned students.	Quality instructional delivery to each student for digital or remote learning setting.
Intervention teachers/Aides to support small group/individual students with reading/writing/math skills to close learning gaps and improve assessment results.	2	Superintendent Principals	August	Campus Classroom Teachers SCE $158,394	Campus Schedules	Improved results and increased percentages on mastery level on unit assessments, interim, state assessments
Additional grade level teachers for each grade at Sabine Elementary.	2	Superintendent Principals	August	SCE $181,423		
Two Pre-K Aides	2	Superintendent Principal	August	SCE $49,363		
Literacy pullout teacher and aides at Sabine Elementary.	2	Superintendent Principals	August	SCE $22,302		
District Staff Development Day **Nov. 3, 2025** IXL Diagnostic Training for math and reading teachers K-10. Campus and department planning meetings. DVA District Vulnerability Assessment campus overview.	2	Superintendent Curriculum Director Principals	Fall			

District Staff Development Day **February 13, 2026** Departmental and grade level planning meetings on all campuses. District emergency reunification practice with district staff.	2	Principals	Winter			
IXL reading and math BOY, MOY, EOY diagnostic and individual student action plans for practice skills implementation to support and monitor growth and progress across the school year for students in K – 10.	2	Superintendent Curriculum Director Principals	August - May		Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design, increase percentage of all students of mastery level on STAAR

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 2: SISD will identify effective **ELAR** instruction strategies. The district will meet and strive to increase the state passing standard and mastery standard for student performance on the state assessment in **ELAR** across all accountability groups.

Summative Evaluation: All Students and each subpopulation in the state accountability system will meet or exceed the standards set by the State of Texas.

Data 2024-2025	Sabine All Students	State All Students
% Met Standard	**79%**	**76%**
% Met Masters	**23%**	**23%**

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Vertical alignment and planning of instruction and curriculum through scheduled vertical team meetings.	2	Principals Curriculum Director	Ongoing	Region 7 District staff TEKS RS	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation and walkthrough documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
Districtwide professional development by Kerry Petsinger to encourage motivational and positive attitudes for all staff to impact student learning and success across the district in all areas.	2	Principals Curriculum Director	August	Outside consultants	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design
Continued training and monitoring pacing guides and backward design lesson/instruction development.	2	Curriculum Director Principals	Ongoing	Curriculum Director Principals Instructional Technologist	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design
TEKS Resource System Summer Conference	2	Curriculum Director Principals Teachers	July	TCMPC – Texas Curriculum Management Program	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement,

				Cooperative – TEKS RS	design, team meeting agendas and minutes	monitoring documentation, quality of instruction and lesson design
District trainings in classroom technology integration. Effective and ethical use of AI within the instructional setting.	2	Instructional Technologist Curriculum Director	June	Instructional Technologist Region 7	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design
Continued emphasis on submission of districtwide monthly pacing guides and unit assessments in Google Classroom that align to SEs and TEKS RS YAG which focus on readiness and supporting standards to increase mastery level on state assessment.	2	Curriculum Director Principals	Ongoing	Google DMAC TEKS RS	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design, increase percentage of all students of mastery level on STAAR
New TEKS RS/TCPMC platform training for all core content teachers	2	Principals Curriculum Director	August	Region 7 TEKS RS/TCMPC	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design, increase percentage of all students of mastery level on STAAR

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 3: The district will identify effective **Math** instruction strategies. The district will meet and strive to increase the state passing standard and mastery standard for student performance on the state assessment in **Math** across all accountability groups.

Summative Evaluation: All Students and each subpopulation in the state accountability system will meet or exceed the standards set by the State of Texas.

Data 2024-2025	Sabine All Students	State All Students
% Met Standard	72%	72%
% Met Masters	16%	20%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Vertical alignment and planning of instruction and curriculum through scheduled vertical team meetings.	2	Principals Curriculum Director	Ongoing	Region 7 District staff TEKS RS	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
Districtwide professional development by Kerry Petsinger to encourage motivational and positive attitudes for all staff to impact student learning and success across the district in all areas.	2	Principals Curriculum Director	August	Outside Consultants	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
Continued training and monitoring pacing guides and backward design lesson/instruction development.	2	Curriculum Director Principals	Ongoing	Curriculum Director Principals Instructional Technologist	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, observation documentation	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design

TEKS Resource System Summer Conference	2	Curriculum Director Principals Teachers	July	TCMPC – Texas Curriculum Management Program Cooperative – TEKS RS	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation and walkthrough documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
District trainings in classroom technology integration. Effective and ethical use of AI within the instructional setting.	2	Principals Curriculum Director	June	Instructional Technologist Region 7	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation and walkthrough documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
Continued emphasis on submission of districtwide monthly pacing guides and unit assessments in Google Classroom that align to SEs and TEKS RS YAG which focus on readiness and supporting standards to increase mastery level on state.	2	Curriculum Director Principals	Ongoing	Google DMAC TEKS RS	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design, increase percentage of all students of mastery level on STAAR
New TEKS RS/TCPMC platform training for all core content teachers	2	Curriculum Director Principals	August	Region 7 TEKS RS/TCMPC	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design, increase percentage of all students of mastery level on STAAR

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 4: The district will identify effective **Science** instruction strategies. The district will meet and strive to increase the state passing standard and mastery standard for student performance on the state assessment in **Science** across all accountability groups.

Summative Evaluation: All Students and each subpopulation in the state accountability system will meet or exceed the standards set by the State of Texas.

Data 2024-2025	Sabine All Students	State All Students
% Met Standard	78%	68%
% Met Masters	13%	17%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Develop long-range acquisition plan for equipment.	2	Curriculum Director Science teachers Principals	by May 31		Meeting agenda and minutes	Equipment acquisition plan
Vertical alignment and planning of instruction and curriculum through scheduled vertical team meetings.	2	Principals Curriculum Director	Ongoing	Region 7 District staff TEKS RS	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
Districtwide professional development by Kerry Petsinger to encourage motivational and positive attitudes for all staff to impact student learning and success across the district in all areas.	2	Principals Curriculum Director	August	Outside Consultants	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation

Continued training and monitoring pacing guides and backward design lesson/instruction development.	2	Curriculum Director Principals	Ongoing	Curriculum Director Principals Instructional Technologist	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, observation documentation	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design
TEKS Resource System Summer Conference	2	Curriculum Director Science teachers Principals	July	TCMPC – Texas Curriculum Management Program Cooperative – TEKS RS	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation and walkthrough documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
District trainings in classroom technology integration. Effective and ethical use of AI within the instructional setting.	2	Principals Curriculum Director	June	Instructional Technologist Region	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation and walkthrough documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
Continued emphasis on submission of districtwide monthly pacing guides and unit assessments in Google Classroom that align to SEs and TEKS RS YAG which focus on readiness and supporting standards to increase mastery level on state.	2	Curriculum Director Principals	Ongoing	Google DMAC TEKS RS	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design, increase percentage of all students of mastery level on STAAR
New TEKS RS/TCPMC platform training for all core content teachers	2	Curriculum Director Principals	August	Region 7 TEKS RS/TCMPC		

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 5: The district will identify effective **Social Studies** instruction strategies. The district will meet and strive to increase the state passing standard and mastery standard for student performance on the state assessment in **Social Studies** across all accountability groups.

Summative Evaluation: All Students and each subpopulation in the state accountability system will meet or exceed the standards set by the State of Texas.

Data 2024-2025	Sabine All Students	State All Students
% Met Standard	73%	77%
% Met Masters	22%	27%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Vertical alignment and planning of instruction and curriculum through scheduled vertical team meetings.	2	Curriculum Director Science teachers Principals	Ongoing	Region 7 District staff TEKS RS	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
Districtwide professional development by Kerry Petsinger to encourage motivational and positive attitudes for all staff to impact student learning and success across the district in all areas.	2	Principals Curriculum Director	August	Outside Consultants	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
Continued training and monitoring pacing guides and backward design lesson/instruction development.	2	Curriculum Director Principals	Ongoing	Curriculum Director Principals Instructional Technologist	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, observation documentation	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design

TEKS Resource System Summer Conference	2	Curriculum Director Science teachers Principals	July	TCMPC – Texas Curriculum Management Program Cooperative – TEKS RS	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation and walkthrough documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
District trainings in classroom technology integration. Effective and ethical use of AI within the instructional setting.	2	Principals Curriculum Director	June	Instructional Technologist Region	Team meeting agendas, minutes and sign in sheets, unit assessments, lesson plans, classroom observation and walkthrough documentation	Collaboration, unit and state assessment results, quality of instruction and lesson design, teacher performance w/TTESS, student engagement, monitoring documentation
Continued emphasis on submission of districtwide monthly pacing guides and unit assessments in Google Classroom that align to SEs and TEKS RS YAG which focus on readiness and supporting standards to increase mastery level on state.	2	Curriculum Director Principals	Ongoing	Google DMAC TEKS RS	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design, increase percentage of all students of mastery level on STAAR
New TEKS RS/TCPMC platform training for all core content teachers	2	Curriculum Director Principals	August	Region 7 TEKS RS/TCMPC	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Unit assessment results, state assessment results, teacher performance w/TTESS, student engagement, monitoring documentation, quality of instruction and lesson design, increase percentage of all students of mastery level on STAAR

Goal 1: Graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 6: The district will identify effective and rigorous Advanced Placement (AP) class instructional curriculum, resources and instructional strategies, seek dual credit partnerships and college preparation course partnerships that will exceed standardized high school course-based curriculum and ensure student college readiness.

Summative Evaluation: AP students will perform successfully on the AP examinations to earn credits and accelerated placement in college.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
The district will strengthen the high school AP program/courses by focusing on increasing teacher quality and student interventions with quality and rigorous instructional resources, strategies, training and guidelines.	3	High School Principal Curriculum Director AP Teachers Counselors	August - August	College Board Kilgore College Region 7	AP course syllabus Agendas/sign in sheets Professional Development Observation and walk through documentation AP examinations	Student performance on AP examinations
Examine similarly sized districts and their AP programs/courses to improve on any needs.	3	High School Principal Curriculum Director	By July	College Board Region 7	Schedule of visits and calls, review notes	Improved program, improved student performance
Monitor existing number of PreAP/ AP courses and certified teachers per content area.	3	High School Principal Curriculum Director	August - August	College Board Region 7	Potential increased number of courses offered.	Improved program, improved student performance
Continue to explore number of innovative course offerings to equip students with a variety of skills and knowledge.	3	High School Principal Curriculum Director Counselors	August - August	College Board Kilgore College Region 7	Increased number of courses offered. Student Surveys	Improved program, improved student performance

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.
Objective 7: Career and Technical Education course offerings will be expanded based on students' areas of interest.
Summative Evaluation: Enrollment in occupationally specific CTE courses will increase at least 10%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Meet with Kilgore College to verify courses available for high school student enrollment.	3	Principals, counselors	By January 31		Meeting agendas and minutes, monthly reports	Higher percentage of student enrollment, greater number of courses offered
Provide students with occupational information from Career Cruising and program information from Kilgore College to determine interests.	3	Counselors, Curriculum Director	By January 15		Schedules for Career Cruising training, Kilgore College visits	Student interest
Provide program tours and interviews with instructors/students.	3	Principal, Counselors	To be scheduled		Student rosters for site visits	Student interest
Execute agreements between Kilgore College and SISD as needed.	3	Superintendent	To be scheduled			
Evaluate and explore certification pathways and provide occupationally specific Industry Based Certification testing opportunities to students in CTE courses.	3	Principal CTE teachers	December, March, May	ESC7 SSA Certiport Outside Programs	CTE teacher reports of student progress toward preparation for certification testing	Results of certification testing
Access Kilgore College and Region 7 CTE SSA for reports on workforce needs.	3	Principal Curriculum Director	December	Workforce needs reports Kilgore College Region 7 CTE SSA		Summary of impact of reports of CTE course offerings
Continued expansion on the medical pathway with a certified nurse in the classroom for more CTE Health Science	3	Principal Curriculum Dir. Kilgore Jr. College	August			

course offerings for certification options.						

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 8: All students will advance their technology skills to include acquiring information and using technology tools to perform educational tasks.

Summative Evaluation: At least 90% of students in grades 5 and 8 will meet the technology application standards for their grade levels. At least 90% of students will use some form of technology to produce an assigned product.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continue to improve integration of Chrome Books into instructional delivery of students.	2	Principals Curriculum Director Teachers	August - August	Region 7 District staff	Instruction design and lesson plans	Improved student learning, improved student performance
Support teachers in advancing their technology integration in the classroom and instructional plans. Effective and ethical use of AI within the instructional setting.	2	Superintendent Curriculum Director Principals Instructional Technologist	August - August	Region 7	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Increased use of technology in classrooms by teachers and students, increased student performance in all areas
Replace all outdated Chromebook models districtwide to be able to provide students with updated learning devices for instructional delivery.	2	Principals Technology Director Curriculum Director Instructional Technologist	August - August	Needs assessment	Document of planning process	Improved instructional planning and goals Improved budget planning and goals
Check out Chromebook to each student in district for digital instruction and learning. Purchase Chromebook replacement covers for devices. Provide Chromebook carts for each PK-1 classroom and long-term goal for 1:1.	2	Superintendent Technology Director Principals Curriculum Director	August	Technology Director Chromebooks/Covers	Checkout list to assigned students.	Quality instructional delivery to each student for digital or remote learning setting.

Provide flat panels screens in all special programs' classrooms and other content classrooms for digital instruction and learning for student engagement.	2	Superintendent Technology Director Principals Teachers Curriculum Director	Summer	Technology Director Flat Panel Screens	Implementation in lesson plans and instruction.	Quality instructional delivery to each student for digital learning and facilitation.
Utilize technology instructionalist to educate and model instructional lessons on BenQ flat panel and teach step by step safe approach in implementing AI technology on devices.	2	Instructional Technologist Principals Teachers	August -June	Technology Director Flat Panel Screens Chromebooks Instructional Technologist	Implementation in lesson plans and instruction.	Quality instructional delivery to each student for digital learning and facilitation.

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 9: All classroom teachers will advance their technology skills to include acquiring information, using technology tools to perform tasks, and integrating technology into their instructional plan.

Summative Evaluation: All classroom teachers will increase or improve their technology skills each year.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide local and regional opportunities for teachers to improve technology skills using a variety of training formats and schedules.	2	Principals, Curriculum Director Instructional Technologist	Technology training calendar	e-Power contract, DMAC contract	Training rosters, professional development records, lesson plans	Teacher proficiency, lesson plans, quality instructional design
Provide technology hardware, software, and access requested by teachers and approved by their administrators.	2	Technology staff	Equipment/software on-hand: Within 2 weeks		Requisitions, journal inquiries	Teacher proficiency, lesson plans, quality instructional design
Provide technical assistance as needed.	2	Technology staff	Response within 2 hours of request		Summary of requests for assistance	Completed requests
Integrate and enhance the technology within the learning environment by increasing student access to technological devices used by students and teachers in the instructional design and strategies.	2	Principals, Curriculum Director, Teachers Instructional Technologist	August -August	Region 7, Outside consultants District staff	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes, engaged student learning	Improved student learning, improved student performance

Support teachers in advancing their technology integration in the classroom and instructional plans.	2	Superintendent Curriculum Director Principals Instructional Technologist	August -August	Region 7	Unit assessments, lesson plans, classroom observations and walkthrough documentation, instruction design, team meeting agendas and minutes	Increased use of technology by teachers and students, increased performance in all areas
Replace all outdated Chromebook models districtwide to be able to provide students with updated learning devices for instructional delivery.	2	Principals Technology Director Curriculum Director Instructional Technologist	August -August	Needs assessment	Document of planning process	Improved instructional planning and goals Improved budget planning and goals
Focused staff development on Google Classroom and the implemented district digital platforms to increase skills to deliver digital instruction and learning.	2	Technology Director Instructional Technologist Curriculum Director Principals	June – May	Region 7 Technology Department	Attendance reports, digital online reports	Quality virtual instruction that results in progress in all subject areas, assessments and reports.
Provide flat panels screens in all special programs' classrooms and other content classrooms for digital instruction and learning for student engagement.	2	Superintendent Technology Director Principals Teachers Curriculum Director	Summer	Technology Director Flat Panel Screens	Implementation in lesson plans and instruction	Quality instructional delivery to each student for digital learning and facilitation.
Utilize technology instructionalist to educate and model instructional lessons on BenQ flat panel and teach step by step safe approach in implementing AI technology on devices.	2	Instructional Technologist Principals Teachers	August – June	Technology Director Flat Panel Screens Chromebooks Instructional Technologist	Implementation in lesson plans and instruction.	Quality instructional delivery to each student for digital learning and facilitation.

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 10: Improve students' ability to articulate their future goals and /or career interests.

Summative Evaluation: At least 75% of students in grades 8-12 will be able to articulate their areas of career interests or future goals.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide Career Fair opportunities for students in grades 9-12 based on students' interests.	3	Counselors	TBD			Student evaluations of event
Provide all students in grade 8 with opportunities to learn about careers.	3	Counselors	1st 6 weeks	Career Cruising		Student reports
Develop sequence of activities in grades PK-5 to introduce occupations and their value to our society.	3	Elementary counselor	Spring			Lesson plans, activity schedule
Provide Career Cruising online aptitude and interest inventories access to grade 8 middle school students.	3	Counselors	January	Region 7		Career Cruising usage reports
Develop and revise career pathway plans with students in grade 8-12. (part of 4 year/6-year plans)	3	Counselors	February	Ascender		PGP reports

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 11: English Language Learners will advance at least one level on the TELPAS (Texas English Language Proficiency Assessment System) each year until they reach the Advanced High (highest) level.

Summative Evaluation: At least 85% of the ELL students in grades 2-12 will advance at least one level on the 2013 TELPAS.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Pay testing fees for teachers who pass the ESL test.	2	Superintendent	As completed	$750.00	Training rosters, testing records, teacher certificates	Teacher performance, student performance
Investigate existing bilingual programs operated in other small school districts. Research program options.	2	Principals, Curriculum Director, Superintendent	August - August	Region 7 Title III personnel	Notes from site visits, telephone conferences	
Update training for Summit K-12 EL Online Program to provide instructional and activity support to students and teachers to improve TELPAS results of the EL students.	2	Curriculum Director ESL Teachers Principals	Fall	Region 7 Consultants Outside Consultants	Program Activity	TELPAS results Report Card Grades

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 12: The district will provide high quality, appropriate educational opportunities for students with disabilities.

Summative Evaluation: A greater percent (5% improvement) of students with disabilities will participate in the state assessment (STAAR). All students will have instruction delivered in the least restrictive environment based on individual student needs.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Implementation of new Dyslexia updates and requirements by TEA with SPED Program. Ensure all teachers and staff involved are trained in Reading by Design and certified/trained to administer identification assessments.	2	Principals IEP teams Dyslexia Teachers Special Ed Director Curriculum Director	August	Region 7 ESC Consultants	State Dyslexia Handbook Sabine ISD Dyslexia Handbook	Dyslexic student improvement in all district and state assessment areas.
Maximize time that students with disabilities are educated with their non-disabled peers.	2	Principals IEP teams Special Ed Director Curriculum Director	Monitor each six weeks		Teacher and administrator documentation of interventions, dates, results, SPED reports	Reduction in referrals
Students with disabilities will improve STAAR/EOC RLA, math and science scores with effective instructional practices and focused interventions.	2	Principals Curriculum Director Special Education Director	August - August		Teacher and administrator documentation of interventions, dates, results, SPED reports	Student performance on state assessments
Professional development to increase multicultural awareness of student learner population to decrease referrals.	2	Principals Curriculum Director Special Ed Director	August - August		Agendas Sign in sheets Observations and walkthrough documentation	Reduction in referrals

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 13: The district will hire and retain highly effective teachers and paraprofessional and provide high quality professional development to meet requirements and ensure student success.

Summative Evaluation: 100% of teachers and paraprofessionals will be highly qualified and 100% of teachers and paraprofessionals will be retained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Identify and support inexperienced teachers by providing professional development to build effective teaching practices.	1	Superintendent, Curriculum Director, Principals Instructional Technologist	August - August	Human Resource and certification records, Curriculum Director, secretary	Review of district staff credentials through HR office.	Summative Evals
Careful review of credentials of applicants for core academic positions and/or with instructional duties.	1	Superintendent Curriculum Director, Principals	August - August	Human Resource and certification records, Curriculum Director, secretary	Review of applicant credentials and records	No out of field teachers.
Communication and monitoring of resignation deadlines.	1	Superintendent, Curriculum Director, Principals	August - August		Review of dates on district calendar/communication with campus staff	Effective and quality teachers hired.
Continue to monitor progress of existing alt cert teachers to ensure completion and certification with regards to new TEA core subject requirements.	1	Superintendent Principals	Ongoing			

Goal 1: All graduates will be academically prepared through relevant and rigorous instructional programs to successfully enter their chosen career path whether it leads to college, work, or the military.

Objective 14: The district will provide a disciplinary alternative education program for students who are removed from its regular campuses.

Summative Evaluation: Students who are removed from their regular campuses will attend classes at a disciplinary alternative education program.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Engage in a Shared Service Agreement with White Oak ISD and Spring Hill ISD to provide a disciplinary alternative education program.	2	Principals Superintendent	Annually	SCE $57,923	Reports from White Oak ISD and Spring Hill ISD DAEP program, visits to DAEP programs	Reduction in DAEP referrals
Edgenuity online curriculum for DAEP.	2	Principals Teachers Curriculum Director	September	SCE $16,500	Reports from White Oak ISD and Spring Hill ISD DAEP program, visits to DAEP programs	Reduction in DAEP referrals and students remaining on level. Report card grades Student performance on STAAR/EOC.

Goal 2: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

Objective1: The district will provide updated information regularly and provide mentoring support using a variety of formats to help students succeed in all areas.

Summative Evaluation: District newsletters will be published bimonthly. The district website will be updated a least weekly. News released will be transmitted to area newspapers on a biweekly basis.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Publish Sabine ISD Newsletter.		Principals Superintendent District Communication Representative	Second week of months of publication	Local budget	Newsletter publications	
Evaluate district and campus websites. Determine changes needed.		Technology Director and staff	Monthly		Website updates	
Solicit campuses and activity sponsors for upcoming events and accomplishments.		Superintendent	Weekly		Newspaper articles	
Develop feature articles and news releases for publication. Transmit to newspapers via District Communication Representative, Larie Hurton.		Principals Superintendent District Communication Representative	Open		Publication of news articles SISD Newsletter	

Develop framework of opportunities for involvement from parents, community, and businesses for all campuses.		Principals Curriculum Director Teacher	August - June		Correspondence, sign in sheets, agendas, articles from publications	Improved student progress, relations, involvement and overall climate
District mentoring program for all campuses with the district mentoring program coordinator ensuring students in need are monitored and program is implemented with fidelity.		Principals District Mentoring Coordinator Superintendent	September - June	SCE $19,140	Correspondence, sign in sheets, agendas, articles from publications	Improved student progress, relations, involvement and overall climate
District mentoring program supplies		Principals District Mentoring Coordinator Superintendent	September - June	SCE $1000		
Develop and produce promotional video clips of current and past students of Sabine ISD with their accomplishments to showcase on website to market our school district in a positive light.		Principals Technology Director Curriculum Director Superintendent District Staff	August - August		Website updates	Positive district/campus climate, positive involvement from community
Develop parent/community survey to establish goals on areas for district/campus improvement.		Principal Technology Department Superintendent District Staff	August - August	District Website	Website Survey	Positive district/campus climate, positive involvement from community
The campuses will develop and implement activities throughout the school year that promote school/community/local businesses working together to accomplish goals.		Superintendent Principals Directors Campus Staff	August - August	District website, district newsletter	Website and newsletter updates and notices, flyers, programs, agendas	Positive district/campus climate, positive involvement from community

District Communication representative to oversee all community public information.		Superintendent District Communication Representative		District website Social Media SISD Newsletter		

Goal 3: SISD will develop and/or refine strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Objective1: Establish and refine safety plans across the district to ensure students and staff are safe in the event of a crisis.

Summative Evaluation: Evaluation indicators for safety will include documentation of the district/campus crisis plans, drill schedules, activities and lessons related to online safety and appropriate behavior and discipline data analysis.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continue to enhance the Standard Response Protocol I Love You Guys safety/emergency plan for district/ campus crisis plans and refine any areas that are needed with updated training to any or all staff.		Principals Assistant Principals District Staff Gregg County High School Resource Office	August - August		Drill schedules District/Campus Crisis Plans posted in target areas	District/Campus Crisis Plans Student safety
Review district discipline data to ensure that a safe and orderly environment is maintained.		Principals PEIMS clerk	August -June		State/Locally developed reports	Safe and orderly environment
Continue to improve the security of the campuses throughout the district with enhancement of new safety and security systems and safety plans on campuses to provide improved school conditions for student learning.		Gregg County Sheriff Dept. Principals District level staff Maintenance Director	August-June	Title IV funds Budget Needs assessment	Updated security measures Planning documents	Safety of students Safety procedures
Ensure all state required suicide/mental health/abuse/reporting trainings are followed for district staff.		Principals Curriculum Director District staff	August - October		Training certificates Agendas/sign in sheets	Student safety and well being
Continued monthly facilities maintenance plan to ensure that buildings/grounds are properly maintained and safe for students and staff.		Superintendent Maintenance Director	August - August		Monthly plan documents and meeting calendar	Safe and orderly facilities
Continued evaluation of compliance with state safety mandates as per HB 3 of facilities for the district.		Superintendent Principals Maintenance Director	August		Completed facilities needs plan document	Future goal and direction for progress of district

Develop District program to address child sexual abuse, trafficking, and maltreatment with methods for increasing staff, student, and parent awareness; age appropriate, research based, and anti-victimization for students. Training for students on actions to take if they are a victim and available counseling options will be offered for affected students. Training will also be offered to employees for techniques to prevent and recognize these issues and all other maltreatment of children, including children with significant cognitive disabilities.		Superintendent Principals Curriculum Director	August – August		Will be indicated in district employee handbook and student handbook.	Swift identification and documentation of any maltreatment of students.
Continued training and updates for CrisisGo Security/Safety App for cell phones for district communication during district and campus drill or emergencies.		Superintendent				
Implement vape detection/protection to reduce DAEP placement.		Superintendent				
Implement radio upgrade to enhance communication between buses and campus administration.		Superintendent				
Continued emphasis on the ETrain portal with Region ESC7 for annual compliance training.		Superintendent Curriculum Director				
District replaced the existing landline phone system with the updated VOIP (Voice Over Internet Protocol) phone system to meet all communication and safety requirements.						
POLICY - Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits		Superintendent Principals	Ongoing		Will be indicated in district employee handbook and student handbook.	Swift identification and documentation of any maltreatment of students.

these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: 1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; 2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or 3. Otherwise adversely affects the student's educational opportunities. Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the						

student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.						

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA (LEGAL) for more information.]