

Sunray Independent School District
District Improvement Plan
2020-2021

Mission Statement

We the staff, students and parents of Sunray Independent School District believe that all students can and will learn. We have a climate of high expectations. We believe that our school provides quality and equity in instruction in an atmosphere that is conducive to learning. We feel that our mission of educating students is best accomplished when home and school work together. We are dedicated to educating our children to be productive, respectful and patriotic citizens in a changing future.

Core Values: Student Performance: We will focus our learning efforts on improving the academic performance of **all** students. This focus will be demonstrated through excellence in teaching and learning. We will align our teaching with the Texas Essential Knowledge and Skills (TEKS) in order to foster learning of the knowledge and skills necessary for the success of **all** student learners. We will evaluate learning based on the performance of students on state assessments, other appropriate assessments and other student achievements.

Consumer Service: We will be the learning hub of the professional learning community by providing high quality educational services to the community. We will build positive, constructive relationships with students and parents based on mutual respect in order to build the learning community.

Highly Qualified Staff: We will provide leadership training and opportunities for service that inspire our staff to be the leaders of the learning community. We will provide the necessary support and build the capacity required to help our staff stay focused and energized as we grow into our vision as a true professional learning community. We will provide opportunities for collaboration, collective inquiry and research to allow staff to work together to develop high quality engaging work that will meet the learning needs of each individual student. We will hire and retain a highly qualified staff committed to our vision, mission, beliefs and values.

Use of Resources: We will be good stewards of our resources by effectively using our resources to improve student performance and provide quality experiences that will mold student

The resolve of the Sunray ISD Board of Trustees is to provide an educational environment that is conducive to learning. The Sunray ISD Board of Trustees shall promote collaboration between staff, students, community and parents. The Sunray ISD Board of Trustees shall make all decision in the best interest of children.

Vision

The resolve of the Sunray ISD Board of Trustees is to provide an educational environment that is conducive to learning. The Sunray ISD Board of Trustees shall promote collaboration between staff, students, community and parents. The Sunray ISD Board of Trustees shall make all decision in the best interest of children.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	6
District Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	12
District Context and Organization	14
Technology	15
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	18
Goal 1: Academic Performance: Sunray ISD will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading	18
Goal 2: Teachers and Staff: Sunray ISD will recruit, train, and retain highly qualified and effective personnel and support them with professional development, based on TEA Strategic Priority Goal: Recruit, support, and retain teachers and principals.	26
Goal 3: Parent/Community Involvement: Sunray ISD will provide effective communication pathways, establishing an engaging, collaborative, and respectful relationship between all levels of shareholders based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading	28
Goal 4: Strategic Planning: Sunray ISD will be efficient managers of all district revenue by targeting expenditures through careful planning and strategic goal setting to expand to address curriculum, facilities, transportation and technology based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading	31
Goal 5: CTE and CCMR- Sunray ISD will continue to explore and expand our CTE programs by completing our goal of becoming a P-20 district. This goal includes all graduating high school students meeting the expectation of being College, Career, and Military Ready post-graduation. This goal is based on TEA Strategic Priority Goal: Connect high school to career and college.	33
Goal 6: Technology Goal: Sunray ISD will create a technology plan that encompasses student device rotation, staff device rotation, classroom technology replacement plans, and maintenance of existing technology and network systems.	37
State Compensatory	40
Personnel for District Improvement Plan	40
Title I Personnel	42
Addendums	43

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sunray ISD is a 2-A rural school district located in the Panhandle of Texas, serving the community of Sunray, TX . Sunray ISD has three campuses: Sunray High School (grades 9-12) which serves approximately 160 students, Sunray Middle School (grades 6-8), which serves 150 students, and Sunray Elementary School (grades PreK-5), which serves 280 students. Sunray Elementary School and Sunray Middle School are labeled as Title I Campuses.

Sunray ISD total student population is about 585 students, which is an increase in student population from the end of 2019-2020. In terms of ethnicity, student sub-groups in 2019-2020 were: Hispanic 58.29%, White 39.75%, American Indian 0.89%, Asian 0%, and Two or More races .71%.

Sunray ISD serves student in special populations, including Economically Disadvantaged 41%, Non-Educationally Disadvantaged 59%, English Language Learners (ELL) 11.94%, and At-Risk 47.42%.

Demographics Strengths

- Sunray ISD retains students, with a high graduation completion rate.
- Sunray ISD is below the state average on Special Education students.
- Sunray ISD has a sound financial standing which allows for funds to be directed toward the needs of our changing student population.
- Sunray ISD is aggressively seeking out employees that are diverse in their language skills as well as teaching skills.
- Sunray ISD is growing in overall student enrollment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The District faces challenges meeting the academic, social and emotional needs of an ever changing student population. **Root Cause:** The changing demographic of the state of Texas with the mobile workforce in place for the feed yards and the meat packing plants. COVID-19 has also created disadvantages for various populations of students.

Problem Statement 2: Changing the fixed mindset of the community to one of a growth mindset where it concerns the increasing LEP population. **Root Cause:** Effect training has not been provided as the demographics have changed each year.

Problem Statement 3: ELAR teachers lacking ESL certifications. **Root Cause:** Staff changes in the ELAR classrooms has created a need for teachers to become certified in ESL.

Student Achievement

Student Achievement Summary

Due to COVID-19 closing districts in the spring of the 2019-2020 school year, districts and campuses did not receive a new accountability rating. The ratings from 2018-2019 carry over into the 2020-2021 school year. Sunray ISD is rated a "B" district following the 2018-2019 school year. Sunray High School and Sunray Middle School are both rated a "B" and Sunray Elementary is rated a "C". An overview of the 4 indexes is listed below. Districts had to meet target scores for Index 1 or 2, and 3 and 4 to meet standard for accountability. Target scores for each index are listed, with the campus and district score listed underneath.

Texas Education Agency

2019 Accountability Ratings Overall Summary
SUNRAY ISD (171902)

	Component Score	Scaled Score	Rating
Overall		88	B
Student Achievement		90	A
STAAR Performance	50	82	
College, Career and Military Readiness	74	94	
Graduation Rate	100	100	
School Progress		89	B
Academic Growth	69	79	C
Relative Performance (Eco Dis: 43.3%)	62	89	B
Closing the Gaps	73	84	B

Distinction Designations

Postsecondary Readiness Not Earned

Although the 'Closing Gaps' domain at the Elementary did improve, this is still an area that we are focusing on and working to improve. The district will be 'baselining' all grades within the first two weeks of school to determine proper intervention strategies for each individual student. Plans include academic interventions, an elementary phonics program, continue to expand the reading curriculum adopted, and twice a month academics intervention data meetings with campus leadership and teacher teams. Curriculum has been vertically aligned within the TEKS as it relates to Year at a Glance documents as well as CBA and Benchmarking assessments. Campus and District plans have been rewritten to address the System Safeguards.

Student Achievement Strengths

- All campuses, as well as district, either maintained their accountability rating, or grew in areas of concern.
- Sunray Middle School earned Distinctions in "Comparative Academic Growth".
- Sunray ISD has implemented a one-to-one device program from PK-12th grades.
- Sunray High School continues to expand the "Degrees and Diplomas" program.
- Sunray High School has approximately 40% of students working towards an associate's degree.
- Sunray Middle School has strategically placed high school credit classes in the master schedule in order to provide openings for CTE courses in students' schedules as they move through high school.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Increase District Accountability Rating by a letter grade. **Root Cause:** Safeguards not met.

Problem Statement 2: Decrease the number of system safeguards not met **Root Cause:** Certain student populations need to be more closely observed and more intensive instruction provided.

Problem Statement 3: Increase in all elementary scores **Root Cause:** A lack of vertically aligned curriculum resources

Problem Statement 4: Increase in writing scores elementary and middle school

Problem Statement 5: Address the needs of the ELL population

Problem Statement 6: Disaggregate data as it is made known to teachers and administration, using the data to create instructional action plan.

Problem Statement 7: Address Bilingual Education/English as a Second Language PBMAS Indicators

District Culture and Climate

District Culture and Climate Summary

Sunray ISD has effective procedures in place to keep students and staff members safe from a variety of threats. SISD is committed to building a district community of connected educators and staff members through professional development, team building, and recognition opportunities. SISD embraces the growth and development of the whole child-where teachers build opportunities for meaningful and rigorous coursework. The district will continue to develop each student academically, emotionally, and socially in order to develop students into an active participant in a global society.

District Culture and Climate Strengths

- Bullying, Cyberbullying, Sexual Harassment, and other training provided for all staff members.
- Activities used daily to build a positive culture and increase staff camaraderie.
- Summer professional development built upon individual staffing needs, as well as content area.
- New staff orientation helped new staff members begin the year with an understanding of the district and the expectations.
- The establishment of the SISD Teacher Academy to promote the growth of all teachers, but an emphasis on teachers with three or fewer years of experience.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Limited ESL certified staff **Root Cause:** Lack of district-wide ELL training

Problem Statement 2: Provide specific professional development based on the needs of each campus. **Root Cause:** Each campus requires a unique plan for developing the staff members on the campus.

Problem Statement 3: Creating a culture of 21st century learning and engagement on all campuses

Problem Statement 4: An increase in the number of teachers with fewer than three years of teaching experience. **Root Cause:** As a state, fewer people are entering the education field.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Professional Collegiality: Our goal is to promote professionalism and respect among our staff members. We take opportunities to celebrate successes throughout the year. At the start of the school year, the school board and administration served a steak lunch to all employees and at the end of the school year, the school board hosts an Employee Appreciation Banquet. Staff members from each campus are recognized monthly at school board meetings for the outstanding work they are producing. We work at communicating information to keep staff members informed about different issues that might be of importance and/or directl impact them. We look for ways to maintain morale in the district during these ever-changing times in public education. We also collaborate on a weekly basis to help staff members work together for the good of all of our students.

Staff Development: The staff development in our district is driven by the student outcomes regarding our in district assessments, as well as, state/federal assessments. We control staff development as to make sure that all staff development is directly tied to the goals of our board of trustees, the goals of the District and Campus Improvement Plans, and meeting the state's mandated training. We work to make sure that all of our staff development is not intrusive upon our daily teaching of our students.

Staff Quality, Recruitment, and Retention Strengths

Sunray ISD aggressively seeks out proven experienced educators that have a track record of longevity in other districts. Our goal is to promote our school as the premier working environment in the Panhandle of Texas with a market driven salary schedule that capitalizes on academic stipends for all subject areas. We also aggressively put benefits into place that the district directly controls and are gauged by student outcomes and student achievement. We believe that providing a work environment that promotes professional work ethic at all times produces strong results that promote quality recruitment and retention of staffing.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Alignment of staff diversity with student diversity. **Root Cause:** Lack of diverse applicants.

Problem Statement 2: Professional development must be aligned with low academic areas and with the needs of special populations.

Problem Statement 3: Retain and recruit certified, quality staff members

Problem Statement 4: Lack of professional development plan for the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Sunray ISD believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. Curriculum is based on the state standards or TEKS, and should be implemented and taught with rigor and fidelity. Campuses create CBA tests to periodically assess students' progress towards meeting mastery of the grade level TEKS. Data is used to drive instructional decision making, including reteach, tutoring, RTI, and enrichment of the curriculum.

Intentional efforts are being made to increase the alignment of curriculum and include the use of instructional technology. Data-driven decisions are made for improvement through the adopted curriculum, effective instructional methodologies, walkthrough and observation data, and assessment data. Continuous monitoring and analysis of data will help to ensure curricular needs are being met.

Curriculum, Instruction, and Assessment Strengths

- Implementation of Phonics Program K-3
- Implementation of Fountas and Pinnell Guided Reading Program K-4
- Implementation of K-5 Math Curriculum
- Implementation of one-to-one device program for PK-12th grades
- Academic data meetings set for grades K-5 as it relates to struggling students; including the creation of data notebooks and data posters to track students
- Academic data meetings set for grades 6-8 reflecting on student achievement
- Academic data meetings set for grades 9-12 in regards to current academic achievement and post-graduation goals for students.
- Implementation of NWEA and Edgenuity
- Working collaboratively with Amarillo College and Frank Phillips College with dual credit classes and technical certificates as it relates to the implementation of HB 22
- Working collaboratively with higher education institutions as we implement HB3 requirements/changes

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Create Curriculum committees on each campus to begin writing SISD district curriculum focus documents.

Problem Statement 2: Work with teachers on all campuses to create Curriculum Based Assessments each 9 weeks.

Problem Statement 3: Schedule data meetings on each campus and disaggregate data from CBAs, Benchmarks and State Assessments

Problem Statement 4: Embedding technology in curriculum PK-12

Problem Statement 5: Increase professional development in the district throughout the school year and summer.

Problem Statement 6: Update all curriculum adoption materials and create committees to evaluate new adoption materials as they are released by TEA.

Problem Statement 7: Increase the use of Sheltered Instruction and other researched based instructional practices to increase the academic achievement of ELL, SPED, GT, 504, and RTI students.

Problem Statement 8: Provide instructional support for teachers on all campuses, including planning meetings, instructional coaching, and curriculum implementation.

Parent and Community Engagement

Parent and Community Engagement Summary

Sunray ISD is committed to the sustainability and support of family and community involvement and will continue efforts to build trusting relationships with all stakeholders at the district and campus levels. The district strives to achieve family and community partnerships that positively impact the success of all SISD students.

Sunray ISD is committed to communicating information to parents and encouraging meaningful dialogue in a variety of formats. SISD will continue to explore preferred methods of communication for parents and increase parent participation in the schools. The district will engage parents and community members through welcoming volunteer efforts, along with allowing increased opportunities for parents as decision makers. Through research-based strategies, Sunray ISD will involve parents at all grade levels and assist with the successful transition for students and families from elementary through high school education.

Throughout the year, staff members will contact parents to discuss the progress made by their student(s). Parents are also encouraged to participate in various booster clubs and campus PTO organizations. We also invite families and the community to join us for our District Showcase at the end of the school year.

Parent and Community Engagement Strengths

- Booster Club and PTO Organizations
- Open door policy for parent communication with administration and teachers
- Relationship with local newspaper and radio station
- Parent Portal for Access for Grading and Attendance Information
- District and Campus Website and Facebook page
- District and campus call-out system for weekly or as-needed communication with parents from building principals
- Intentional parent/teacher conference phone calls or in-person meetings
- End of year District Showcase

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent education classes in home language

Problem Statement 2: Increase of communication pathways for parents

Problem Statement 3: Increase publication in local newspaper and social media sites

Problem Statement 4: Continued improvement of increased communication between home and school

District Context and Organization

District Context and Organization Summary

The Central Office of Sunray ISD is composed of the following staff members: Superintendent, Business Manager, Human Resources Manager, PEIMS Coordinator, Staff Accountant, and Superintendent Secretary/Communication Director. The Central Office provides staffing and financial support, academic support, and policy support while maintaining the belief that we are all servant leaders of Sunray ISD.

Campus Administration organization varies on each campus. Sunray High School leadership team consists of Principal, Counselor and Athletic Director/District Behavior Coordinator. Sunray Middle School leadership team consists of a Principal and a counselor. Sunray Elementary team consists of a Principal, Early Childhood Director, and a counselor.

A district-wide Chief Academic Officer is housed on the high school campus, but serves all campuses in a variety of capacities.

Weekly-monthly cross-campus leadership team meetings are held. These meetings are led by the Superintendent and provide valuable information and learning opportunities that strengthen the professional community within the school. Each campus also holds leadership and staff team meetings at least once a month, or more often if needed. Leadership teams on each campus and the district work with their staff members to disseminate information from district leadership team meetings and provide professional development as needed.

District Context and Organization Strengths

- A positive learning environment is expected on all campuses and promoted within the district
- A culture of learning is organized and expected on all campuses, as well the district
- Servant leadership embraced by the entire organization

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Continue alignment of the district in policies, procedures, and processes across all campuses.

Problem Statement 2: Ensure compliance with all laws, state, and federal mandates and regulations on all campuses.

Problem Statement 3: Continue to monitor the physical needs and operations of the district.

Problem Statement 4: Continue to improve communication between SISD campuses and parents/community members.

Problem Statement 5: Continue to increase parental involvement opportunities.

Problem Statement 6: Provide leadership opportunities for staff members on all campuses

Technology

Technology Summary

Sunray ISD is evolving as a school choice for Moore County. As a learning organization, technology and 21st century learning is critical for SISD students to be prepared for any of the following: college, career, or military service. Sunray ISD has upgraded and expanded the network to allow for increased use of instructional technology tools on all campuses, including a 1:1 device for grades PK-12. Depending on the need of the grade level, students are issued one of the following: a tablet, a Chromebook, or a laptop. The district is supported by ESC 16 Technology Staff with computer and network technicians. SISD is continuing to expand technology in the classrooms and is developing a plan to put technology on a three-year replacement rotation. Classroom technology is being updated to ensure content classrooms have the most up-to-date equipment.

Technology Strengths

- Each classroom has a projector, document camera, and a Smart Board.
- One-to-one devices for students in PK-12.
- Internet speed has been increased from 250 mg to 500 mg.
- Technology is embraced with each board member also having a device.
- Computer plasma cutter in place in CTE program
- Students have opportunities to participate in robotics and drone programs.

Problem Statements Identifying Technology Needs

Problem Statement 1: Continued funding of technology with limited state funding and/or local property revenue decline

Problem Statement 2: Continued exploration of grants for increased implementation of technology

Problem Statement 3: The need for a Career and Technical Center at the district

Problem Statement 4: The increase of partnerships between schools of higher education (ex. Amarillo College, WT, etc.) and district

Problem Statement 5: Increase of technology proficiency among staff and administration

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Dyslexia Data

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data

Goals

Goal 1: Academic Performance: Sunray ISD will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

Performance Objective 1: SISD will meet or exceed the four indexes on the 2020-2021 Texas Accountability System; Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.





Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing.</p> <p>Strategy's Expected Result/Impact: Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Curriculum Based Assessments (CBA) results will be used to respond to an individuals needs and for RTI purposes.</p> <p>Strategy's Expected Result/Impact: Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: ESL students will be served in an ESL class and/or with ESL assistance in the core classes.</p> <p>Strategy's Expected Result/Impact: LEP student performance on state and local assessments including TELPAS will improve.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Students identified as Special Education, Dyslexic, LEP, or 504 will take STAAR practice tests and/or Benchmarks as determined by the appropriate committee.</p> <p>Strategy's Expected Result/Impact: Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease</p> <p>Staff Responsible for Monitoring: NWTSSA Director, ARD, LPAC, Dyslexia Committee, Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: Students identified with Dyslexia will be served in a Dyslexia program to address their need for accelerated learning in all content areas.</p> <p>Strategy's Expected Result/Impact: Student performance on state and local assessments will increase.</p> <p>Staff Responsible for Monitoring: Dyslexia teacher, Principal, Campus Dyslexia Committee</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Teachers will analyze TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.</p> <p>Strategy's Expected Result/Impact: DMAC reports each nine weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Teachers will implement TEKS Resource System's Scope and Sequence / Curriculum Management System in Language Arts and Writing.</p> <p>Strategy's Expected Result/Impact: Lesson plans, increase in student scores</p> <p>Staff Responsible for Monitoring: Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: Teachers will integrate technology including Smart board, iPads, Tablets, Laptops, and Chromebooks into classroom instruction following the TEKS and the District Technology Plan</p> <p>Strategy's Expected Result/Impact: Teacher lesson plans will document the use of technology.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Teachers will review local assessment data and communicate to the students and parents any scores that place the student in danger of failing.</p> <p>Strategy's Expected Result/Impact: Teacher/Parent Contact logs will document the notification of poor performance.</p> <p>Staff Responsible for Monitoring: Teachers, Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 10: Interventions will be offered during the school day, before and after school tutorials as needed for supplemental instruction to address differences in English scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.</p> <p>Strategy's Expected Result/Impact: Differences in state assessments scores between student groups and failure rates will decrease - individual student performance on state and local assessments will improve.</p> <p>Staff Responsible for Monitoring: Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 11: Students in grades PK-12 will use programs appropriate to their grade level and content area to address their need of assistance and acceleration in content areas. These programs may include: Renaissance Learning A to Z, Brain Pop, Edgenuity, Google Classroom, ESGI and IStation.</p> <p>Strategy's Expected Result/Impact: Participating students achievement will be equal to or better than non-participating students.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 12: Review and monitor documentation from each campus to ensure that a comprehensive needs assessment was conducted; (a) using student performance data, and (b) evidence of measurable performance and that all 10 components of Title I school-wide programs are implemented.</p> <p>Strategy's Expected Result/Impact: That the Comprehensive Needs Assessment will direct the needs of students achievement and direct the work the instruction in the classroom, which will result in a increase in academic achievement for all students and all special populations of students.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 13: Develop a 3-year Curriculum Plan to write and align Sunray ISD in curriculum in reading, writing, math, science, and social studies.</p> <p>Strategy's Expected Result/Impact: A workable curriculum plan is developed that integrates teaching strategies that the teachers take ownership. The impact would be assessed by the increase in student achievement throughout the district.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 14: Conduct campus instructional meetings after benchmarks-focused on instructional resources/strategies that will be used to improve student achievement.</p> <p>Strategy's Expected Result/Impact: The intended results of the meetings are to identify the academic needs of students through collaborative training and the impact will be that students will be academically successful.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 15: Provide targeted professional development for teachers in high needs areas: writing, math, ELL students, SPED student, Economically Disadvantaged Students.</p> <p>Strategy's Expected Result/Impact: Professional development will increase academic performance in relationship to teaching strategies for Special Population students.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 16: The district will maintain additional interventionist to include a dyslexia teacher, instructional coach and a teacher of teachers.</p> <p>Strategy's Expected Result/Impact: Increase in one-on-one academic tutorial of students. Increase in teacher performance.</p> <p>Staff Responsible for Monitoring: Principal and Superintendent</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Academic Performance: Sunray ISD will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading





Performance Objective 2: SISD will meet or exceed state average on STAAR and EOC assessments in reading, writing, math, science and social studies.

Targeted or ESF High Priority

Evaluation Data Sources: Met state average or higher on all state assessments as evidenced on the Texas Academic Performance Report and PBMAS Reports

Summative Evaluation: None

<p>Strategy 1: Provide training and implementation resources for all new STAAR and EOC teachers for STAAR interventions. Strategy's Expected Result/Impact: Teaching strategies will be enhanced and goals/objectives will be enhanced for training purpose in the classroom for student achievement. Staff Responsible for Monitoring: Superintendent, Campus Principal and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide training for reading/language arts teachers in literacy collaborative strategies, including classroom organization, guided reading, interactive read out loud, novel studies, Empowering Writers (K-8) and word study. Strategy's Expected Result/Impact: The results expected are that writing scores will increase at or above passing standards in grades K-8. Staff Responsible for Monitoring: Superintendent, Campus Principal and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide content training to teachers in the implementation of math, science and social studies TEKS to include analyzing the TEKS, problem solving strategies, math interventions and project based learning. Strategy's Expected Result/Impact: Teachers will began to implement strategies that increase problem-solving strategies that increase accountability scores for students to meet or exceed state accountability. Staff Responsible for Monitoring: Superintendent, Campus Principal and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Provide Science curriculum training for teachers including implementation strategies for hands-on investigations, classroom management strategies, and supporting technology resources. Strategy's Expected Result/Impact: Science scores and content based learning will increase as evidenced on state accountability. Staff Responsible for Monitoring: Superintendent, Campus Principal and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Provide STAAR specific writing training for grades 4 and 7 and English I and II (STAAR Writing Academy, Empowering Writers). Strategy's Expected Result/Impact: Writing scores will increase within each campus and the district. Writing samples of students will be evidenced by higher order writing skills. Staff Responsible for Monitoring: Superintendent, Campus Principal and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: Provide training on incorporating effective strategies in the Social Studies classroom, including analysing the TEKS, Project Based Learning, writing across the curriculum, and integrating technology.</p> <p>Strategy's Expected Result/Impact: The impact of this strategy is to promote higher order thinking skills and project based learning. As it relates to technology integration of technology.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principal and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Continue to incorporate intervention time at the Elementary and Middle School levels to students who have not met or are at risk of not meeting state standards in Math, Reading, Science, Social Studies and Writing.</p> <p>Strategy's Expected Result/Impact: The implementation of these strategies will provide increased expectations for students as they prepare to exceed state accountability.</p> <p>Staff Responsible for Monitoring: Superintendent , Campus Principal and Curriculum Team Leaders.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Academic Performance: Sunray ISD will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading





Performance Objective 3: SISD student sub-groups (White, African American, Hispanic, Asian, Two or More Races, English Language Learners, Special Education, Economically Disadvantaged) will meet or exceed the highest level of academic performance as determined by local and state accountability measures.

Targeted or ESF High Priority

Evaluation Data Sources: Met Standard/Met Target or higher in each sub group.

Summative Evaluation: None

<p>Strategy 1: Provide principals/teachers with performance data analysis from state assessments, benchmarks, and CBAs to all campuses through the use of DMAC.</p> <p>Strategy's Expected Result/Impact: The impact is that teachers and other staff members will use data to make instructional decisions.</p> <p>Staff Responsible for Monitoring: Superintendent, Teachers and Curriculum Team Leaders.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Continue to keep campus principals and staff abreast of laws and guidelines governing the identification and tracking of and programming of at-risk students.</p> <p>Strategy's Expected Result/Impact: By staying abreast of new laws for identifying At-Risk students teachers will be able to properly identify those students as well as recognize their needs.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Promote design of meaningful and authentic learning experiences that are aligned to the TEKS and include student choice, interest, technology integration, and real-world relevancy in order to transform students into creative thinkers.</p> <p>Strategy's Expected Result/Impact: Students learning will be relevant to their real life experiences that indicates a learning process that has outcomes of being college, career and military readiness.</p> <p>Staff Responsible for Monitoring: Superintendent, Principals, and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Support data conferences with campus leadership and instructional teams to monitor student performance.</p> <p>Strategy's Expected Result/Impact: Data conferences will prove to provide a chart of learning expectations that will be taught across the campus and district to students academic achievement.</p> <p>Staff Responsible for Monitoring: Superintendent , Principals, and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Provide district level support and refine the RTI delivery system to meet the unique needs of each campus and provide timely and effective assistance to students experiencing learning difficulties.</p> <p>Strategy's Expected Result/Impact: The RTI process redefined with provide more effective and systematic addressing of learning difficulties that will prove to pave the way for student academic success.</p> <p>Staff Responsible for Monitoring: Superintendent, Principals and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: Support programs to meet the needs of gifted/advanced students through differentiated instruction, pull-out programs, advanced course offerings, academic competitions and other extracurricular programs.</p> <p>Strategy's Expected Result/Impact: Gifted/Advanced students will gain experience and will have their instructional needs meet as allowed outlined in the GT/Advanced district plan.</p> <p>Staff Responsible for Monitoring: Superintendent, Principals and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Support culturally responsive teaching and pedagogy through professional development and awareness.</p> <p>Strategy's Expected Result/Impact: By providing enhanced professional development teaching methodology will be increased and effective teaching practices will be implemented.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: All campus principals will report student data that reflects progress towards specific goals. Reports will include interventions for students who are not at the acceptable level of performance and how those students are being monitored.</p> <p>Strategy's Expected Result/Impact: The impact will be an increase in the knowledge of student data for all involved in each student's academic success.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs or students.</p> <p>Strategy's Expected Result/Impact: The results will prove that intervention programs for students at-risk had their academic needs meet with an increase in individual student's state accountability.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 1: Academic Performance: Sunray ISD will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

Performance Objective 4: SISD will increase the number of students graduating with dual credit or AP credit hours.

HB3 Goal

Evaluation Data Sources: Class enrollment numbers will increase each year.

Summative Evaluation: None





<p>Strategy 1: Partner with Amarillo College and Frank Phillips College to expand course offerings to high school students, including a new track for students to receive an Associates Degree, increase of career technical certificate.</p> <p>Strategy's Expected Result/Impact: The impact will be that students will be increasing the number of dual credit classes that are taken and graduating from high school with not only a HS Diploma but also an Associates Degree and or Level I Technical Certificate.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and School Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide principals/teachers with performance data analysis from state assessments, benchmarks, and CBAs to all campuses through the use of DMAC.</p> <p>Strategy's Expected Result/Impact: The data analysis will provide for the creation of 'data rooms' at each campus that will track students throughout the year with interaction between staff regarding the educating the 'whole child'.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and Curriculum Team Leaders.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Help all students plan for life beyond high school graduation: Provide information to students and parents regarding post-secondary options-Provide information to students and parents on financial aid and scholarships-Guide students in accessing College Board resources.</p> <p>Strategy's Expected Result/Impact: The result will be a plan that will provide information for students and their parents regarding career, college or military readiness after high school.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and School Counselors.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Conduct campus PSAT/SAT/ACT data conferences with high school principal, counselor and teachers</p> <p>Strategy's Expected Result/Impact: The data conference will provide a guide into areas of strengths and weakness for individual students and drive the direction of our college bound program.</p> <p>Staff Responsible for Monitoring: Superintendent, High School Principal and School Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Expansion of the Pre AP/AP program to offer more advanced courses to Jr. High and High School students.</p> <p>Strategy's Expected Result/Impact: The expansion of the AP program will provide for advancement of college bound program and increased academics for the secondary students.</p> <p>Staff Responsible for Monitoring: Superintendent, High School Principal, School Counselor and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Goal 1: Academic Performance: Sunray ISD will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

Performance Objective 5: SISD English Language Learners (ELL), ESL. and Special Education Students will demonstrate improved performance on local and state assessments.

Evaluation Data Sources: The increase in scores to move the district out of 'staging' in both of ESL and Special Education with gains in each sub group.

Summative Evaluation: None





<p>Strategy 1: Provide research-based programs, curriculum, and support for bilingual and ESL teachers. Strategy's Expected Result/Impact: The programs will provide for the increase in scores in ESL students to move the district out of staging as per PBMAS. Staff Responsible for Monitoring: Superintendent, Campus Principal, ESL Teachers and Curriculum Team Leader</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide staff training through monthly data meetings and the creation of data posters and/or data binders at the elementary and middle school campuses. High school tracks data using DMAC. Strategy's Expected Result/Impact: The monthly data meetings will incorporate strategies to teach the whole child which will provide an increase in each subgroup. Staff Responsible for Monitoring: Superintendent, Campus Principal and Curriculum Team Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide professional development in ELPS, Sheltered Instruction, and best practices for ELL students. Strategy's Expected Result/Impact: By providing the training teachers will be able to effectively teach the ELL students therefore addressing the educational needs of the students. Staff Responsible for Monitoring: Superintendent and Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Provide more staff and professional development to support the inclusion and co-teaching classes on each campus Strategy's Expected Result/Impact: The impact of the staff development will increase the use of teaching strategies that will enhance the least restrictive environment. Staff Responsible for Monitoring: Superintendent and Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Provide services and programs for special education students. Conduct district level planning meetings with the Special Education Co-OP to improve coordination of services and scheduling to enhance learning for students. Strategy's Expected Result/Impact: The coordination will provide Staff Responsible for Monitoring: Superintendent, Campus Principals and Special Education Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Teachers and Staff: Sunray ISD will recruit, train, and retain highly qualified and effective personnel and support them with professional development, based on TEA Strategic Priority Goal: Recruit, support, and retain teachers and principals.

Performance Objective 1: SISD will meet state, federal and local requirements that 100% of all teachers and paraprofessionals are highly certified.

Evaluation Data Sources: 100% staff certification reports.

Summative Evaluation: None





<p>Strategy 1: Recruit and retain Highly Qualified staff by providing materials and training to meet certification requirements. Strategy's Expected Result/Impact: The retention and recruitment of highly qualified staff will provide to the district the stability of teaching staff as well as promote a total quality employment environment. Staff Responsible for Monitoring: Superintendent and Campus Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Recruit highly qualified, diverse staff members using Region 16 School Spring online application, Region 16 Job Fairs, District Website, Moore County News, recruiting brochure, billboard and other social media avenues. Strategy's Expected Result/Impact: The aggressive recruitment of staff will provide a selective nature to be established when recommending staff to hire in SISD. It will also provide the best quality staff members for the district. Staff Responsible for Monitoring: Superintendent and Campus Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Review the district compensation plan, subject to appropriation to ensure that SISD salaries and benefits programs are competitive in their ability to attract and retain Highly Qualified staff. Strategy's Expected Result/Impact: The annual review of of salary/stipend schedule and monthly insurance payments will promote a employee stability and provide the district the opportunity to compete for employees across the region. Staff Responsible for Monitoring: Superintendent, Campus Principal and Board of Trustees</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Gather, review, and analyze information from new hires and staff leaving the district. Strategy's Expected Result/Impact: The evidence behind this type of review will provide direction for the administrative staff to make recommendations to correct the recurring issues that surface during the review. Staff Responsible for Monitoring: Superintendent and Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Increase the ability for multiple teaching assignments by paying the SBEC fee and/or certification fee of critical shortage teaching assignments teachers. Strategy's Expected Result/Impact: By being able to pay the SBEC fee or the certification test, employees will not only view this as a benefit, but it will allow the district to capitalize upon quality employees that are versatile in their teaching skills. Staff Responsible for Monitoring: Superintendent and Campus Principals.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Teachers and Staff: Sunray ISD will recruit, train, and retain highly qualified and effective personnel and support them with professional development, based on TEA Strategic Priority Goal: Recruit, support, and retain teachers and principals.

Performance Objective 2: SISD will provide professional development for 100% of teachers and staff members throughout the school year and through the summer to increase staff quality and retention.

Evaluation Data Sources: Twenty percent increase in professional development offering each school year.

Summative Evaluation: None





<p>Strategy 1: Provide on-going professional staff development to ensure all staff meets legal requirements</p> <p>Strategy's Expected Result/Impact: The increase in staff development will promote teacher effectiveness as well as address new teaching strategies.</p> <p>Staff Responsible for Monitoring: Superintendent and campus principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide targeted staff development in critical need areas (ELL, RTI, Special Education, 504/Dyslexia, Gifted and Talented, Technology).</p> <p>Strategy's Expected Result/Impact: By addressing staff development in these targeted areas, the district will be addressing the educational needs of all students not matter of their learning needs.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide staff development throughout the school year in the following ways: professional learning community campus meetings, faculty meetings, after school professional development sessions, digital/flipped learning and data meetings.</p> <p>Strategy's Expected Result/Impact: Staff development throughout the year will provide an environment that enhances professional conversations about teaching and learning that promote professional development that is constant not static.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Provide mentor and instructional coaching services through the SISD Teacher Academy to all teachers in need of assistance and/or new and inexperienced teachers.</p> <p>Strategy's Expected Result/Impact: The mentor and instructional coaching will prevent burnout of new teachers by providing that guidance and direction needed new to the district and/or new to the teaching profession.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Provide summer staff development that meets the individual needs of each campus and addresses critical need areas in the district and campus improvement plans.</p> <p>Strategy's Expected Result/Impact: Summer staff development will be directed toward enhancing subject area teaching as teachers will take ownership of their own staff development with guidelines established by the district and will serve as comp days in the school year.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Parent/Community Involvement: Sunray ISD will provide effective communication pathways, establishing an engaging, collaborative, and respectful relationship between all levels of shareholders based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

Performance Objective 1: SISD will provide parent and community involvement opportunities on all campuses.

Evaluation Data Sources: Parent and Community Involvement increase district wide.

Summative Evaluation: None

<p>Strategy 1: Encourage and provide parent workshops at individual campuses regarding reading with children, online resources, federal programs and homework strategies.</p> <p>Strategy's Expected Result/Impact: The results will be based on the increase in parental involvement in regards to academic setting in the school district.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principals.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: SISD will host a variety of events on each campus for parents and families, including Open House, Parent/Teacher Conferences, Parent Volunteers, Booster Club Attendance, Parent Night at athletic events, literacy nights, PTO meetings, PTO events, etc.</p> <p>Strategy's Expected Result/Impact: The flexibility of parent/guardian activities will increase the likelihood of increasing student academic achievement due to the increased involvement of parents into the school environment which in turn will promote a more transparent learning environment.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Parent/Community Involvement: Sunray ISD will provide effective communication pathways, establishing an engaging, collaborative, and respectful relationship between all levels of shareholders based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

Performance Objective 2: SISD will provide opportunities for all stakeholders (staff, parents, community members, business members) to participate in the strategic planning of the district.

Evaluation Data Sources: At least 10 events planned and advertised for all stakeholders to attend.

Summative Evaluation: None

<p>Strategy 1: SISD will continue to update information on the district website and all social media sites (Facebook and Thrillshare) to enhance communication efforts.</p> <p>Strategy's Expected Result/Impact: The increase of information on the district's website will provide more interaction by the community into the district.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and Superintendent's Secretary/Communication</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: SISD will spotlight student learning through a district-wide learning showcase in the spring of each year.</p> <p>Strategy's Expected Result/Impact: The district-wide showcase will provide to all parents and community members interaction with students at all levels directing the work at the showcase and information directly being driven by the students.</p> <p>Staff Responsible for Monitoring: Superintendent and all district employees.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: SISD will utilize one or more of the following: School Messenger, Remind, Wednesday folders, and/or Class Dojo, to communicate information and events to parents and community members in the following ways: informational phone calls from each principal, updates from clubs and campus organization.</p> <p>Strategy's Expected Result/Impact: The increased use of School Messenger will provide more communication with student's parents, guardians and community members.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principals.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: SISD will utilize the district website to distribute information to the public which will highlight events, teachers, students, and activities across the district.</p> <p>Strategy's Expected Result/Impact: The utilization of the district's website will provide more in depth information into the district and will communicate information out to the community, therefore enhancing transparency.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and Superintendent Secretary/District Communication</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: SISD will communicate weekly with parents and community members through Facebook Live videos done by the Superintendent highlighting updates and changes in district.</p> <p>Strategy's Expected Result/Impact: The intended impact of this activity will increase communication to taxpayers, parents and community members and will emphasize transparency inside and outside the district.</p> <p>Staff Responsible for Monitoring: Superintendent and Superintendent's Secretary/Communication Director.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: SISD will work aggressively advertising the district through the use of billboards and the local newspaper.</p> <p>Strategy's Expected Result/Impact: The impact of continued advertising of district will promote and emphasize a positive environment within the district and from patrons outside of the district the ongoing support of the district will continue to be positive.</p> <p>Staff Responsible for Monitoring: Superintendent, and Superintendent's Secretary/Communication Director.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: SISD will solicit input from all stakeholders (staff, students, parents, community members) to plan and make recommendations for district improvements using surveys, parent meetings, school board meetings and other events.</p> <p>Strategy's Expected Result/Impact: By gathering information from the all parties involved in the district, the decisions to be made by the district will be based on community input and driven by community needs and wants.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and Superintendent's Secretary/Communication Director.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Strategic Planning: Sunray ISD will be efficient managers of all district revenue by targeting expenditures through careful planning and strategic goal setting to expand to address curriculum, facilities, transportation and technology based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading





Performance Objective 1: SISD will provide the following to promote and prove a 21st century learning environment:

1. Will provide quality facilities and a 21st century learning environment.
2. Will provide highly efficient operation in all support areas.
3. Will foster and promote a safe learning environment that allows for student success and safety.
4. Will maintain and increase digital readiness district wide.
5. Will provide targeted professional development for staff in instructional technology.
6. Will increase financial transparency.

Evaluation Data Sources: A continued facilities master plan that aggressively maintains facilities and promotes safety through the use of new technology and the receipt of a Financial Transparency Award from the State Comptrollers Office.

Summative Evaluation: None

<p>Strategy 1: Continue to access facility needs of the district and maintain an aggressive approach to addressing current and future facility needs/improvements/and increase the progressive approach to maintenance request.</p> <p>Strategy's Expected Result/Impact: By maintaining an aggressive approach to school facilities and the maintenance of those facilities the district will promote the efficient use of tax revenue, while at the same time protecting the district's infrastructure.</p> <p>Staff Responsible for Monitoring: Superintendent, Board of Trustees and Operations Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Continue to provide a food service program that meets the needs of the district and child nutrition guidelines that provides quality food options for students and teachers.</p> <p>Strategy's Expected Result/Impact: The food that is served in the cafeteria will meet or exceed state and federal standards for child nutrition as well as provide a good healthy food for all students and to meet their dietary needs.</p> <p>Staff Responsible for Monitoring: Superintendent, Food Service Director and School District Menus</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide professional development to staff members on student safety, suicide, and bully prevention programs, as well as policy implementations and utilization of the Stop it App, Bully Reporting system.</p> <p>Strategy's Expected Result/Impact: By providing ongoing professional development training to staff our student will be educated in a safe, ,bully free environment.</p> <p>Staff Responsible for Monitoring: Superintendent and Campus Principals.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Review discipline data trends and reports, using the information to identify areas of support for campus discipline and behavior support programs in order to main acceptable ISS and DAEP placement.</p> <p>Strategy's Expected Result/Impact: By reviewing the data the district will be able to track effective discipline techniques and the placement of students will be</p> <p>Staff Responsible for Monitoring: Superintendent, PEIMS Coordinator and Campus Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: Continue the aggressive approach to technology implementation within the school, with every student PK-12th grade being issued a device to utilize with instruction.</p> <p>Strategy's Expected Result/Impact: The placement of technology in each student's hand will move the teaching and the learning into a digital learning environment and will prepare our students for working in the 21st century.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and ESC 16 Technology staff.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Provide professional development for staff members in the following areas: use of technology in the classroom, integrating websites into classroom instruction, Goggle Apps for Education and Project Based Learning using technology.</p> <p>Strategy's Expected Result/Impact: The increase of technology staff development will emphasise the need to teacher to integrate technology within all parts of their teaching therefore addressing all areas of learning styles per student.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals and ESC 16 Technology Staff.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: Communicate to all stakeholders about financial impacts for potential transactions, including bond transactions, major construction projects, and tax rate implications also any financial impacts of revenue and expenditures.</p> <p>Strategy's Expected Result/Impact: The evidence of financial transparency will promote the district in a positive light for all stakeholders while communicate to the stakeholders the impact of financial decisions upon the district and the basis is that the average tax payer will be able to at all times access district financial data.</p> <p>Staff Responsible for Monitoring: Superintendent, Business Manger, and Superintendent's Secretary.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: Provide financial documents on the district's website to achieve Superior Achievement on the FIRST rating as well as the Financial Transparency Award from the State Comptroller's office.</p> <p>Strategy's Expected Result/Impact: By maintaining transparency of Financial documents to achieve Superior Rating as well as the Transparency Award from the State Comptroller the district will be able to provide open communication with all stakeholders.</p> <p>Staff Responsible for Monitoring: Superintendent, Business Manager and Superintendent's Secretary.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 9: Review revenue projections, student count and expenditure targets every quarter.</p> <p>Strategy's Expected Result/Impact: By monitoring these items the district will be able to adjust their budget through the year to maximize revenue to directly impact expenditure to student success.</p> <p>Staff Responsible for Monitoring: Superintendent, Business Manager, and ESC 16 Business Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: CTE and CCMR- Sunray ISD will continue to explore and expand our CTE programs by completing our goal of becoming a P-20 district. This goal includes all graduating high school students meeting the expectation of being College, Career, and Military Ready post-graduation. This goal is based on TEA Strategic Priority Goal: Connect high school to career and college.

Performance Objective 1: Expand CTE programs through partnerships with Amarillo College and Frank Phillips College.

HB3 Goal

Evaluation Data Sources: An increase in the number of program offerings and CTE "completers".

Summative Evaluation: None

Strategy 1: Continue building relationships with post-secondary colleges and universities. Strategy's Expected Result/Impact: This will allow for continued growth in our students and our course offerings. Staff Responsible for Monitoring: Superintendent and High School Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: CTE and CCMR- Sunray ISD will continue to explore and expand our CTE programs by completing our goal of becoming a P-20 district. This goal includes all graduating high school students meeting the expectation of being College, Career, and Military Ready post-graduation. This goal is based on TEA Strategic Priority Goal: Connect high school to career and college.

Performance Objective 2: Sunray ISD will fully fund dual credit classes for students in high school.

HB3 Goal

Evaluation Data Sources: An increase in the number of students taking dual credit and accumulating hours towards an associate's degree.

Summative Evaluation: None

Strategy 1: Budgeting will reflect the goal to continue to fund dual credit classes for high school students. Strategy's Expected Result/Impact: By paying for classes, this will remove the cost barrier for all students wanting to pursue an associate's degree. Staff Responsible for Monitoring: Superintendent	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 5: CTE and CCMR- Sunray ISD will continue to explore and expand our CTE programs by completing our goal of becoming a P-20 district. This goal includes all graduating high school students meeting the expectation of being College, Career, and Military Ready post-graduation. This goal is based on TEA Strategic Priority Goal: Connect high school to career and college.

Performance Objective 3: Sunray ISD will continue adding CTE courses to the completer status following TEA guidance.

HB3 Goal

Evaluation Data Sources: We will have an increase of CTE completers.

Summative Evaluation: None





Strategy 1: CTE courses will be tracked using the TEA aligned CTE documents. Strategy's Expected Result/Impact: Students will have a wider range of opportunities to become a CTE completer and/or gain CTE certification. Staff Responsible for Monitoring: High School Principal and High School Counselor	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: CTE and CCMR- Sunray ISD will continue to explore and expand our CTE programs by completing our goal of becoming a P-20 district. This goal includes all graduating high school students meeting the expectation of being College, Career, and Military Ready post-graduation. This goal is based on TEA Strategic Priority Goal: Connect high school to career and college.

Performance Objective 4: Sunray ISD will continue to explore, navigate, and demonstrate our desire to become a P-20 district.

Evaluation Data Sources: We will receive P-20 designation.

Summative Evaluation: None





<p>Strategy 1: Sunray ISD will complete necessary paperwork, professional development, meetings, and webinars to meet the expectations to become a P-20 district.</p> <p>Strategy's Expected Result/Impact: The district will be impacted by greater opportunities for our students and will gain additional funding to support the growth in the CTE and dual credit programs.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Technology Goal: Sunray ISD will create a technology plan that encompasses student device rotation, staff device rotation, classroom technology replacement plans, and maintenance of existing technology and network systems.

Performance Objective 1: Sunray ISD will create a device rotation plan for the one-to-one device student program and device rotation/replacement for staff technology.

Evaluation Data Sources: As technology is used and ages, it will be evaluated and transitioned to the appropriate grade level or replaced.

Summative Evaluation: None

Strategy 1: Maintain technology inventory Strategy's Expected Result/Impact: The inventory list will help guide the date of technology, location, and usage of devices. Staff Responsible for Monitoring: Technology staff from ESC 16	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Technology Goal: Sunray ISD will create a technology plan that encompasses student device rotation, staff device rotation, classroom technology replacement plans, and maintenance of existing technology and network systems.

Performance Objective 2: Technology replacement and maintenance schedule created.

Evaluation Data Sources: The inventory list, with replacement and maintenance information, will determine time-tables for technology replacement vs maintenance.

Summative Evaluation: None

State Compensatory

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alvarez, Estella	Instructional Aide	Tutorials	.066
Anderson, Karsen	Instructional Aide	Tutorials	.066
Boatmun, Wesley	Teacher	Tutorials	.053
Bontke, Erica	Instructional Aide	Intervention & Tutorials	.105
Boswell, Delisa	Teacher	Tutorials & Intervention	.105
Burkett, Lucy	Teacher	Tutorials	.053
Byars, Alexandra	Teacher	Tutorials	.066
Crenshaw, Angaleta	Teacher	Tutorials	.066
Cripps, Melissa	Teacher	Tutorials & Intervention	.105
Cripps, Stephen	Teacher	Tutorials & Intervention	.105
DeHerrera, Kayla	Teacher	Tutorials	.05
Dougherty, Kevin	Teacher	Tutorials	.053
Eurich, Taylor	Teacher	Tutorials	.053
Garrard, Olivia	Teacher	Tutorials	.0526
Graves, Chuck	Teacher	Tutorials	.053
Guerrero, Beth	Teacher	Tutorials & Intervention	.105
Guevara, Sidney	Teacher	Tutorials & Intervention	.105
Hightower, Joanie	Teacher	Tutorials & Intervention	.105
Houston, Margo	Teacher	Tutorials	.066
Johnson, Sheila	Instructional Aide	Tutorials	.066
Jones, Jeremy	Teacher	Tutorials	.053
Jones, Kyndall	Teacher	Tutorials & Intervention	.105
Lopez, Natalie	Teacher	Tutorials	.066
Mayfield, Ronna	Teacher	Tutorials	0.066
Morris, Marisa	Teacher	Tutorials	.066

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nelson, Amy	Teacher	Tutorials & Intervention	0.105
Nelson, Haley	Teacher	Tutorials	.066
O'Connor, Bailey	Teacher	Tutorials	.066
Oretega, Lorena	Teacher	Tutorials	.066
Pipkin, Janet	Teacher	Tutorials	0.05
Pipkin, Sarah	Teacher	Tutorials	.053
Rangel, Anselmo	Teacher	Tutorials	.105
Raymond, Ramonda	Teacher	Tutorials & Intervention	0.105
Rice, Caitlyn	Teacher	Tutorials	.0526
Rodriguez, Lidia	Teacher	Tutorials	.066
Saenz, Rocio	Instructional Aide	Tutorials	.066
Schulz, Keith	Teacher	Tutorials	.0526
Seiler, Sharly	Teacher	Tutorials	.066
Shedd, Natalie	Teacher	Tutorials	.0526
Slover, Seth	Teacher	Tutorials	.053
Sonen, Ivana	Teacher	Tutorials & Intervention	.106
Swinford, Annalise	Teacher	Tutorials & Intervention	.105
Taylor, Mary	Teacher	Tutorials	.053
Townsend, Trent	Teacher	Tutorials	.066
Trahern, Sharon	Reading Interventionist	Intervention	.475
Wodach, Adam	Teacher	Tutorials	.053
Worley, Darla	Teacher	Tutorials	.066

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Huckaby, Whitney	Instructional Coach	Reading	.67
McDowell Kathy	Math Interventionist	Math	1.0

Addendums