

**Sunray Independent School District**  
**Sunray Elementary School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

**The mission of Sunray Elementary School is to shape the future, one child at a time, through a community partnership dedicated to excellence in teaching and learning.**

**In order to ensure that all students succeed, we will:**

Encourage parental and community academic involvement.

Show enthusiasm in our teaching, creating an inviting learning environment.

Be responsible for all student learning and mastering the state developed curriculum or TEKS.

Encourage all students to participate in non-academic activities.

Model and teach manners, respect, citizenship, and teamwork.

Expect students to always give their best.

**In order to measure that all students are successful in learning, we will:**

Provide continual assessments that evaluate progress towards mastering the TEKS and use those results to direct our course of action to produce mastery for all students.

Analyze all available data to determine strengths and weaknesses of individual and group needs to promote student learning.

**When a student isn't successful in learning, we will:**

Collaboratively re-evaluate lessons to determine ways to improve student learning and then re-teach the lessons using different methods, and providing additional assistance.

Collectively establish plans and strategies that will provide the student with the necessary additional time and support to ensure learning.

Consistently involve parents in educational decisions to promote student success.

**When a student is successful with the required curriculum, we will:**

Provide opportunities that will allow the student to explore and enhance learning through various presentation methods such as technology, art presentations and other teacher developed methods. This will encourage creativity and a deeper level of learning from our students.

## Vision

---

*The vision of Sunray Elementary is to become a true professional learning community, a community of learners that is focused on the learning process.*

---

## Value Statement

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.

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Achievement .....	5
School Culture and Climate .....	9
Staff Quality, Recruitment, and Retention .....	10
Curriculum, Instruction, and Assessment .....	11
Parent and Community Engagement .....	13
School Context and Organization .....	14
Technology .....	14
Community Involvement .....	17
Programs .....	18
Operations .....	19
Comprehensive Needs Assessment Data Documentation .....	20
Goals .....	22
Goal 1: Academic Performance: Sunray Elementary 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 . . . .	22
Goal 2: Teachers and Staff: Sunray Elementary will recruit, train, and retain highly qualified and effective personnel and support them with professional development, base on TEA Strategic Priority Goal: Building a Foundation of Math and Reading .....	31
Goal 3: Parent/Community Involvement: Sunray Elementary will provide effective communication pathways, establishing an engaging, collaborative, and respectful relationship between all levels of shareholders base on TEA Strategic Priority Goal: Building a Foundation of Math and Reading .....	35
Goal 4: Strategic Planning: Sunray Elementary will be efficient managers of all campus revenue by targeting expenditures through careful planning and strategic goal setting to expand to address curriculum, facilities, transportation and technology base on TEA Strategic Priority Goal: Building a Foundation of Math and Reading .....	39
System Safeguard Strategies .....	41
State Compensatory .....	43
Budget for Sunray Elementary School: .....	43
Personnel for Sunray Elementary School: .....	44
Title I Schoolwide Elements .....	45
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	45
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	45
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	45
Plan Notes .....	46



# Comprehensive Needs Assessment

Revised/Approved: August 28, 2018

## Demographics

### Demographics Summary

Sunray Elementary is part of a 2A rural school district located in the Panhandle of Texas, serving the community of Sunray, TX . Sunray Elementary School serves 241 students in grades PK through 4. Sunray Elementary School is labeled as Title I Campus.

Sunray Elementary School has the following ethnic distribution: 57.6% Hispanic, 40.3% White, 0.4% African American, 0.4% American Indian, and 1/2% Two or More Races.

Sunray Elementary School serves students in special populations, including Economically Disadvantaged 64.2%, Non-Educationally Disadvantaged 35.8%, English Language Learners (ELL) 30.9%, and At-Risk 40.3%.

### Demographics Strengths

- Sunray Elementary is below the state average on Special Education students.
- Sunray Elementary has a sound financial standing which allows for funds to be directed toward the needs of our changing student population.
- Sunray Elementary is aggressively seeking out employees that are diverse in their language skills as well as teaching skills.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The campus faces challenges meeting the academic, social, and emotional needs of a fast growing LEP 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.

**Problem Statement 2:** The changing mindset of a community population that is not embracing the diversity of the increasing LEP student population. **Root Cause:** The fact that training has not been provided as the demographics have changed each year.

**Student Achievement**

**Student Achievement Summary**

STAAR 2018	3rd Grade		4th Grade		
	Reading	Math	Reading	Math	Writing
All Students	81%	92%	69%	79%	NA
Eco Dis	70%	90%	62%	81%	NA
ELL	69%	85%	71%	75%	NA

Sunray Elementary School received an overall rating of Met Standard. We met standard in Student Achievement, School Progress and Relative Performance. However, we were rated IR in the areas of Academic Growth and Closing the Gaps.

**Student Achievement Strengths**

Sunray Elementary's strengths are our 3rd Grade Math scores at 92%. Our economically disadvantaged students scored 90%, and our ELL students scored 85%.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Maintain Met Standard Accountability Rating

**Problem Statement 2:** Decrease the number of System Safeguards not met

**Problem Statement 3:** Increase all STAAR scores, especially Writing

**Problem Statement 4:** Address the needs of the increasing ELL population

**Problem Statement 5:** Disaggregate data and use the data to create instructional action plans

**Problem Statement 6:** Address Bilingual Education/English as a Second Language PBMAS Indicators

**Problem Statement 7:** Utilize the Comprehensive Support System with our CLT, PSP, and DCSI to complete all interventions and submissions after attending the Visioning Training and Continuous Improvement Training at Region 16. **Root Cause:** IR rating in Academic Growth and Closing the Gaps



## **School Culture and Climate**

### **School Culture and Climate Summary**

Sunray Elementary has effective procedures to keep students and staff members safe. Our campus is committed to building a community of connected educators and staff members through professional development, team building, and recognition opportunities. Sunray Elementary embraces the growth and development of the whole child, where teachers build opportunities for meaningful and rigorous coursework. The campus will continue to develop each student academically, emotionally, and socially to become an active participant in a global society.

### **School Culture and Climate Strengths**

- Bullying, Cyberbullying and Sexual Harassment 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.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Provide opportunities for staff members to come together as a district through team building and professional development

**Problem Statement 2:** Creating a culture of 21st century learning and engagement on all campuses

## **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 and to have fellowship with our colleagues while at school and away from school. We do all we can to help keep staff members informed about different issues that might be of importance to them. We continue to provide various opportunities for fellowship revolving around the holidays and other special events. We will continue to distribute service pins and have an appreciation banquet. 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 was surveyed last spring and the results determine that the following areas are our focus for staff development this year: 1. Assessment and Accountability; 2. Technology - Google Training; 3. Inclusion; 4. Special Education; 5. Parent Involvement; 6. Various subject specific training. We are using TEKS Resource System for our district curriculum management system. Training and an incentive program for more staff members to earn their ESL endorsement are also provided. NWTSSA (Special Education) presented how the Student Assistant Teams must use the Response-To-Intervention (RTI) model and how the model applies to special education and the referral process to all staff members. A variety of technology training were offered for staff members to select the areas where they felt they were weakest in. Staff members will get their 30-hour GT training or their 6-hour update as required by law.

### **Staff Quality, Recruitment, and Retention Strengths**

One of the strengths of Sunray Elementary staff is the experience found on the campus. The teachers have the experience to implement the TEKS Resource System curriculum and have a variety of teaching strategies that work for them. The teachers new(er) to the profession, have experienced teachers to mentor and assist them. The more experienced teachers are open to new ideas and able to adjust their teaching. Collaboration between faculty members is an asset for Sunray Elementary. Faculty members work together, listen to each other, and learn together to strengthen the overall program at Sunray Elementary. This collaboration also assists with vertical and horizontal alignment of curriculum which strengthens the entire learning community at Sunray ISD. Staff members build relationships with their students which leads to greater student success.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Alignment of staff diversity with student diversity

**Problem Statement 2:** Professional development needs to be aligned with low academic areas and special population needs.

**Problem Statement 3:** Lack of professional development plan for the district

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Sunray Elementary 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. Teachers create tests to periodically assess students progress towards meeting mastery of the grade level TEKS. Data is used to drive instructional decision making, including reteach, tutor, 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 PK-3.
- Implementation of PK-5 Math Curriculum.
- Academic data meetings set for grades PK-4 as it relates to struggling students.
- Implementation of NWEA and Edgenuity (Path Blazer).
- Chromebooks and/or iPads for each elementary classroom.
- Instructional Coach and Interventionists for Reading, Math, and Language.

### **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 6 weeks.

**Problem Statement 3:** Create data rooms on each campus and disaggregate data from CBAs, Benchmarks, and State Assessments

**Problem Statement 4:** Embedding technology in curriculum PreK-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 Elementary provides opportunities for parents to be involved in the schools. We have a PTO at the elementary to encourage parents to be actively involved in the school. Sunray Elementary also provides opportunities for parents to volunteer and assist in the daily school routines. We have two days set aside for parent-teacher conferences where the parents are strongly encouraged to meet with their child's teacher(s). Parents are encouraged to attend 504 and ARD meetings. We have also had positive feedback on the amount of documents we send home in both English and Spanish. We will find ways to increase volunteerism and mentoring at the campuses. We have parent and community representatives on our Campus and District Educational Improvement Councils. We also want to work to increase the use of technology as a communication tool. Parents are encouraged to join the e-mail lists at each of the campuses as well as to view the district website at [www.sunrayisd.org](http://www.sunrayisd.org).

### **Parent and Community Engagement Strengths**

- PTO Meetings and Family Literacy Night activities
- 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
- Uniform date for parent/teacher conference
- End of year of District Show Case

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Lack of Parent Education Classes in Home Language

**Problem Statement 2:** Continue to increase communication pathways between home and school

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

## School Context and Organization

### School Context and Organization Summary

Sunray Elementary leadership team consists of a principal and a counselor.

Weekly 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 meeting 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.

### School Context and Organization Strengths

- Positive learning environment on all campus and promoted within the district.
- Culture of learning organization on all campuses as well the district.
- Servant leadership embraced by the entire organization.

### Problem Statements Identifying School Context and Organization Needs

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

**Problem Statement 2:** Ensure compliance will all laws, state, and federal mandates and regulations.

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

**Problem Statement 4:** Continue to improve communication between campus and parents/community members.

**Problem Statement 5:** Continue to increase parental involvement opportunities.

**Problem Statement 6:** Provide leadership opportunities for staff members.

# Technology

## Technology Summary

Sunray Elementary is evolving as a school of 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 used of instructional technology tools on all campuses, including a 1:1 program at Sunray High School. The district is supported by ESC 16 Technology Staff with two computer and network technician. The district has Ipads and Chromebook carts for elementary classes.

## Technology Strengths

- Each classroom has a projector and a Smart Board.
- Chromebook carts and iPads available for every classroom
- Internet speed has been increased from 250 mg to 500 mg.

## 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:** Increase technology proficiencies among staff and administration



## **Community Involvement**

### **Community Involvement Summary**

The sense of community involvement is very strong in Sunray. The community supports the school. Community members show their support by serving on the school board, various parent advisory committees, the District Educational Improvement Council, the various Campus Educational Improvement Councils, fundraisers, and athletic events. Several community members are showing their support of Sunray schools by mentoring struggling elementary school readers.

### **Community Involvement Strengths**

One of the strengths for Sunray Elementary is community involvement. The community of Sunray supports the school district academically, monetarily, and athletically. The community volunteers in different areas at our school. The community also supports the school monetarily by supporting the various fundraisers, passing school bonds, and attending the different athletic events. The community supports the athletic teams with their attendance at the different events as well as displaying Bobcat pride throughout the town. Another strength is the various programs that Sunray ISD invites the community to participate in. The Veterans Day program is one example of the community involvement programs that Sunray ISD offers.

## **Programs**

### **Programs Summary**

The Bilingual/ESL, GT, Dyslexia, Title I, 504, Response-to-Intervention (RTI) and Special Education programs assist students in their academic, social, and physical success. The Reading Recovery for Sunray Elementary provides teacher leadership in reading, assists with TPRI progress monitoring and proper interventions with reading students on Tier 2 and Tier 3. The Bilingual/ESL program assists Sunray Elementary LEP students to become more proficient in speaking, reading, and writing the English language. The Gifted and Talented (Advanced Academics) Program meets the Texas standards. The Dyslexia program serves students identified as Dyslexic with the Region 16 Dyslexia Intervention Program. Sunray Elementary is a Title I school. Sunray Elementary 504 program makes accommodations for students identified under IDEA. RTI and extended day (tutorials) opportunities meet the needs of students unsuccessful in their core subject. The North West Texas Shared Services Arrangement (NWTSSA) serves the special educational students at Sunray Elementary.

### **Programs Strengths**

The staff survey data shows that the Bilingual/ESL program and personnel assists the LEP students in acquiring English, advancing in their English proficiency according to TELPAS and becoming more successful in their remaining academic subjects. Another strength for Sunray Elementary is the Reading Recovery program. Mrs. Trahern is able to assist the teachers not only with their reading instruction but also with the reading interventions and progress monitoring. Another strength for Sunray Elementary is the Dyslexia program. The RTI program assists students with their academic weaknesses by giving students more time in a small group setting for intensive remediation of their academic weaknesses. The Special Education program meets the needs of students who qualify for services.

# Operations

## Operations Summary

**Accountability:** Sunray Elementary is a Met Standard Campus.

## Operations Strengths

**Attendance:** Attendance rates continue to be recognized as acknowledge by the state of Texas. All areas with significant numbers of students to categorize continue to be above 96.2%. We will continue to recognize students for attendance. We will continue parent contacts through phone calls and letters for excessive absences and tardies. We will continue a modified exemption policy at the high school for semester tests based on attendance and grades for all non-core classes. Student Campus Assistance Teams will review attendance as needed. Saturday School will be used to help with attendance and grades.

**Crisis Management:** The Crisis Management Plan is complete and the teaching staff has been trained in its use. Drills will be conducted at each campus in order to stay prepared in the event of a crisis. The required Crisis Plan Audit was completed in January 2014 through our Risk Management Group. Sunray ISD will use REM4ed to manage our crisis plan.

**Discipline Management:** The use of the progressive discipline guide, the training of and use of mentors for new staff members, the review of discipline guidelines for returning staff members and the training of substitute teachers in discipline techniques continue to keep major discipline issues to a manageable level. Offenses are minor in nature – tardies, violation of school rules, cheating, horseplay, etc. Campus principals and Campus Educational Improvement Councils continue timely monitoring of discipline at each campus and timely implementation of strategies that address campus discipline needs. The report to the board and analysis of the data helps the campuses and the district to ensure that discipline is firm, fair and consistent. Each campus will continue to analyze the discipline data to see where most discipline problems are occurring and will develop strategies to improve these areas if current discipline methods are not working.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Communications data

# Goals

Revised/Approved: August 24, 2018

**Goal 1: Academic Performance: Sunray Elementary 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:** Sunray Elementary will meet or exceed the indexes on the 2017-2018 Texas Accountability System; Student Achievement, School Progress, and Closing the Gaps.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 7</p> <p>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>	Superintendent and Campus Principal	Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>2) Curriculum Based Assessments (CBA) results will be used to respond to an individuals needs and for RTI purposes.</p>	Campus Principal	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.</p>	Campus Principal	LEP student performance on state and local assessments including TELPAS will improve.				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>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>Special Programs Director, NWTSSA Director, ARD, LPAC, Dyslexia Committee, Principals</p>	<p>Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease</p>				
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Students identified with Dyslexia will be served in a Dyslexia program to address their need for accelerated learning in Language Arts.</p>	<p>Dyslexia teacher, Principal, Campus Dyslexia Committee, Special Programs Director</p>	<p>Student performance on state and local assessments will increase.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>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>Principals, Teachers, Counselors</p>	<p>DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.</p>				
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Teachers will implement TEKS Resource System's Scope and Sequence / Curriculum Management System in Language Arts and Writing.</p>	<p>Principals</p>	<p>Lesson plans, increase in student scores</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>8) Teachers will integrate technology including Smartboard, iPads and Chromebooks into classroom instruction following the TEKS and the District Technology Plan</p>	<p>Teachers, Principal</p>	<p>Teacher lesson plans will document the use of technology.</p>				
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 7</p> <p>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>Teachers, Principal</p>	<p>Teacher/Parent Contact logs will document the notification of poor performance.</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>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>	Principal	Differences in state assessments scores between student groups and failure rates will decrease - individual student performance on state and local assessments will improve.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>11) Students in grades K-4 will use Learning A to Z, Brain Pop, IXL, Epic, and Edgenuity (Path Blazer/My Path) to address their need of assistance and acceleration in the areas of Language Arts.</p>	Principal, Teachers	Participating students achievement will be equal to or better than non participating students.				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>12) A comprehensive needs assessment was conducted; (a) using student performance data, and (b) evidence of measurable performance, and all 10 components of Title I school-wide programs are implemented.</p>	Superintendent, Campus Principals and Curriculum Team Leaders	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><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>13) Develop a 3-year Curriculum Plan to write and align Sunray Elementary in curriculum in reading, writing, math, science, and social studies.</p>	Superintendent, Campus Principals and Curriculum Team Leaders	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><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>14) Conduct campus instructional meetings after benchmarks-focused on instructional resources/strategies that will be used to improve student achievement.</p>	Superintendent, Campus Principals and Curriculum Team Leaders	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><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>15) Provide targeted professional development for teachers in high needs areas: Writing, Math, ELL students, SPED students, and Economically Disadvantaged students.</p>	Superintendent and Campus Principals	Professional development will increase academic performance in relationship to teaching strategies for Special Population students.				





**Goal 1:** Academic Performance: Sunray Elementary 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:** Sunray Elementary will meet or exceed state average on STAAR and EOC assessments in reading, writing, math, science and social studies.

**Evaluation Data Source(s) 2:** Met state average or higher on all state assessments as evidenced on the Texas Academic Performance Report and PBMAS Reports

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 7</p> <p>1) Provide training and implementation resources for all new STAAR teachers for STAAR interventions.</p>	Superintendent, Campus Principal and Curriculum Team Leaders	Teaching strategies will be enhanced and goals/objectives will be enhanced for training purpose in the classroom for student achievement.				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 7</p> <p>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-4) and word study.</p>	Superintendent, Campus Principal and Curriculum Team Leaders	The results expected are that writing scores will increase at or above passing standards in grades K-8.				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>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.</p>	Superintendent, Campus Principal and Curriculum Team Leaders	Teachers will began to implement strategies that increase problem solving strategies that increase accountability scores for students to meet or exceed state accountability.				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Provide Science curriculum training for teachers including implementation strategies for hands- on investigations, classroom management strategies, and supporting technology resources.</p>	<p>Superintendent, Campus Principal and Curriculum Team Leaders</p>	<p>Science scores and content based learning will increase as evidenced on state accountability.</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Provide STAAR specific Writing training for grade 4 (STAAR Writing Academy, Empowering Writers, and Writing Across the Curriculum).</p>	<p>Superintendent, Campus Principal and Curriculum Team Leaders</p>	<p>Writing scores will increase within each campus and the district. Writing samples of students will be evidenced by higher order writing skills.</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Provide training on incorporating effective strategies in the Social Studies classroom, including analyzing the TEKS, Project Based Learning, writing across the curriculum, and integrating technology.</p>	<p>Superintendent, Campus Principal and Curriculum Team Leaders</p>	<p>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><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Implement Reading and Math intervention classes at the Elementary level 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>Superintendent, Campus Principal and Curriculum Team Leaders.</p>	<p>The implementation of these strategies will provide increased expectations for students as they prepare to exceed state accountability.</p>				

 = Accomplished     
 = Continue/Modify     
 = No Progress     
 = Discontinue



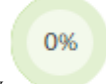

**Goal 1:** Academic Performance: Sunray Elementary will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

**Performance Objective 3:** Sunray Elementary 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.

**Evaluation Data Source(s) 3:** Met Standard or higher in each sub group.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Provide principals/teachers with performance data analysis from state assessments, benchmarks, and CBAs to all campuses through the use of DMAC.</p>	Superintendent, Teachers and Curriculum Team Leaders.	The impact is that teachers and other staff members will use data to make instructional decisions.				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>2) Continue to keep campus principals and staff abreast of laws and guidelines governing the identification, tracking, and programming of at-risk students.</p>	Superintendent and Campus Principals	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><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 6 CSF 7</p> <p>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>	Superintendent, Principals, and Curriculum Team Leaders	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><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>4) Support data conferences with campus leadership and instructional teams to monitor student performance.</p>	Superintendent, Principals, and Curriculum Team Leaders	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><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Provide support and refine the RTI delivery system to meet the unique needs of each student. Provide timely and effective assistance to students experiencing learning difficulties.</p>	<p>Superintendent, Principals, and Curriculum Team Leaders</p>	<p>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><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>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>Superintendent, Principals and Curriculum Team Leaders</p>	<p>Gifted/Advanced students will gain experience and will have their instructional needs meet as allowed outlined in the GT/Advanced district plan.</p>				
<p><b>Critical Success Factors</b> CSF 7</p> <p>7) Support culturally responsive teaching and pedagogy through professional development and awareness.</p>	<p>Superintendent, Campus Principals and Curriculum Team Leaders</p>	<p>By providing enhanced professional development teaching methodology will be increased and effective teaching practices will be implemented.</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) 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>Superintendent and Campus Principals</p>	<p>The impact will be an increase in the knowledge of student data for all involved in each student's academic success.</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>9) Provide coordinated intervention programs for at-risk students that will focus on assessed individual needs of students.</p>	<p>Superintendent and Campus Principals</p>	<p>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 style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>						

**Goal 1:** Academic Performance: Sunray Elementary 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:** Sunray Elementary English Language Learners (ELL) and Special Education Students will demonstrate improved performance on local and state assessments.

**Evaluation Data Source(s) 4:** 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 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Provide research-based programs, curriculum, and support for bilingual and ESL teachers.</p>	Superintendent, Campus Principal, ESL Teachers and Curriculum Team Leader	The programs will provide for the increase in scores in ESL students to move the district out of staging as per PBMAS.				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>2) Provide staff training through monthly data meetings and the creation of data rooms/data binders at each campus.</p>	Superintendent, Campus Principal and Curriculum Team Leaders	The monthly data meetings will incorporate strategies to teach the whole child which will provide an increase in each subgroup.				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>3) Provide professional development in ELPS, Sheltered Instruction, and best practices for ELL students.</p>	Superintendent and Campus Principals	By providing the training teachers will be able to effectively teach the ELL students therefore addressing the educational needs of the students.				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>4) Provide more staff and professional development to support the inclusion and co-teaching classes on each campus</p>	Superintendent and Campus Principals	The impact of the staff development will increase the use of teaching strategies that will enhance the least restrictive environment.				
<p>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.</p>	Superintendent, Campus Principals and Special Education Director	The coordination will provide students with services that help meet their needs and enhance their learning.				



**Goal 2: Teachers and Staff: Sunray Elementary will recruit, train, and retain highly qualified and effective personnel and support them with professional development, base on TEA Strategic Priority Goal: Building a Foundation of Math and Reading**





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

**Evaluation Data Source(s) 1:** 100% staff certification reports.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Recruit and retain Highly Qualified staff by providing materials and training to meet certification requirements.</p>	Recruit and retain Highly Qualified staff by providing materials and training to meet certification requirements.	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.				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>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.</p>	Superintendent and Campus Principal	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.				
<p><b>Critical Success Factors</b> CSF 7</p> <p>3) Review the district compensation plan, subject to appropriation to ensure that Sunray Elementary salaries and benefits programs are competitive in their ability to attract and retain Highly Qualified staff.</p>	Superintendent, Campus Principal and Board of Trustees	The annual review of of salary/stipend schedule and monthly insurance payments will promote employee stability and provide the district the opportunity to compete for employees across the region.				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>4) Gather, review, and analyze information from new hires and staff leaving the campus.</p>	Superintendent and Campus Principal	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.				



<p><b>Critical Success Factors</b> CSF 7</p> <p>5) Increase the ability for multiple teaching assignments by paying the SBEC fee and/or certification fee of critical shortage teaching assignments teachers.</p>	<p>Superintendent and Campus Principals.</p>	<p>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.</p>				
<p style="text-align: center;">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>						

**Goal 2:** Teachers and Staff: Sunray Elementary will recruit, train, and retain highly qualified and effective personnel and support them with professional development, base on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

**Performance Objective 2:** Sunray Elementary 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 Source(s) 2:** Twenty percent increase in professional development offering each school year.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Provide on-going professional staff development to ensure all staff meets legal requirements</p>	Superintendent and campus principal	The increase in staff development will promote teacher effectiveness as well as address new teaching strategies.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Provide targeted staff development in critical need areas (ELL, RTI, Special Education, 504/Dyslexia, Gifted and Talented, Technology).</p>	Superintendent and Campus Principal	By addressing staff development in these targeted areas, the district will be addressing the educational needs of all students not matter of their learning nee				
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>3) Provide staff development throughout the school year in the following ways: professional learning communities, campus meetings, faculty meetings, after school professional development sessions, digital/flipped learning, and data meetings</p>	Superintendent and Campus Principal	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><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>4) Provide mentor and instructional coaching services to all teachers in need of assistance and/or new and inexperienced teachers.</p>	Superintendent and Campus Principals	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>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>	Superintendent and Campus Principals	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.				




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

**Performance Objective 1:** Sunray Elementary will provide parent and community involvement opportunities on all campuses.


**Evaluation Data Source(s) 1:** Parent and Community Involvement increase district wide.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Encourage and provide parent workshops regarding reading with children, online resources, federal programs and homework strategies.</p>	Superintendent and Campus Principals.	The results will be based on the increase in parental involvement in regards to academic setting in the school district.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Sunray Elementary School will host a variety of events on campus for parents and families, including Open House, Parent/Teacher Conferences, Parent Volunteers, PTO Attendance, Parent Night at athletic events, literacy nights, etc.</p>	Superintendent and Campus Principals	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.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





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

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

**Evaluation Data Source(s) 2:** At least 10 events planned and advertised for all stakeholders to attend.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Sunray Elementary will continue to update information on the website and social media sites to enhance communication efforts.</p>	Superintendent, Campus Principals and Superintendent's Secretary/Communication	The increase of information on the district's website will provide more interaction by the community into the district.				
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Sunray Elementary will spotlight student learning through a district-wide learning showcase in the spring of each year.</p>	Superintendent and all district employees.	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><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Sunray Elementary will utilize School Messenger to communicate information and events to parents and community members in the following ways: weekly phone call from each principal, updates from clubs and campus organization.</p>	Superintendent and Campus Principals.	The increased use of School Messenger will provide more communication with student's parents, guardians and community members.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Sunray Elementary will create a district newsletter to distribute to the public which will highlight events, teachers, students, and activities across the district.</p>	Superintendent, Campus Principals and Superintendent Secretary/District Communication	The creation of a district newsletter will provide more in depth information into the district and will communicate information out to the community, therefore enhancing transparency.				

<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>5) Sunray Elementary 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>Superintendent, Campus Principals and Superintendent's Secretary/Communication Director.</p>	<p>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>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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





**Performance Objective 1:** Sunray Elementary 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.
5. Will provide targeted professional development for staff in instructional technology.
6. Will increase financial transparency.

**Evaluation Data Source(s) 1:** 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 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Continue to access facility needs of the campus and maintain an aggressive approach to addressing current and future facility needs/improvements/and increase the progressive approach to maintenance request.</p>	Superintendent, Board of Trustees and Operations Director	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><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) 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>	Superintendent and Campus Principals.	By providing ongoing professional development training to staff our students will be educated in a safe, bully-free environment.				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Continue the aggressive approach to technology implementation within the school, with every elementary student having access to an iPad, and grades 3-4 students having access to a chromebook.</p>	Superintendent, Campus Principals and ESC 16 Technology staff.	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><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>4) Provide professional development for staff members in the following areas: use of technology in the classroom, integrating websites into classroom instruction, Google Apps for Education, and Project Based Learning using technology.</p>	<p>Superintendent, Campus Principals and ESC 16 Technology Staff.</p>	<p>The increase of technology staff development will emphasize the need for teachers to integrate technology within all parts of their teaching, therefore addressing all areas of learning styles per student.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	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.
1	1	2	Curriculum Based Assessments (CBA) results will be used to respond to an individuals needs and for RTI purposes.
1	1	3	ESL students will be served in an ESL class and/or with ESL assistance in the core classes.
1	1	5	Students identified with Dyslexia will be served in a Dyslexia program to address their need for accelerated learning in Language Arts.
1	1	7	Teachers will implement TEKS Resource System's Scope and Sequence / Curriculum Management System in Language Arts and Writing.
1	1	9	Teachers will review local assessment data and communicate to the students and parents any scores that place the student in danger of failing.
1	1	12	A comprehensive needs assessment was conducted; (a) using student performance data, and (b) evidence of measurable performance, and all 10 components of Title I school-wide programs are implemented.
1	1	13	Develop a 3-year Curriculum Plan to write and align Sunray Elementary in curriculum in reading, writing, math, science, and social studies.
1	1	14	Conduct campus instructional meetings after benchmarks-focused on instructional resources/strategies that will be used to improve student achievement.
1	1	15	Provide targeted professional development for teachers in high needs areas: Writing, Math, ELL students, SPED students, and Economically Disadvantaged students.
1	2	1	Provide training and implementation resources for all new STAAR teachers for STAAR interventions.
1	2	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-4) and word study.
1	2	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.
1	2	4	Provide Science curriculum training for teachers including implementation strategies for hands- on investigations, classroom management strategies, and supporting technology resources.
1	2	5	Provide STAAR specific Writing training for grade 4 (STAAR Writing Academy, Empowering Writers, and Writing Across the Curriculum).

Goal	Objective	Strategy	Description
1	2	6	Provide training on incorporating effective strategies in the Social Studies classroom, including analyzing the TEKS, Project Based Learning, writing across the curriculum, and integrating technology.
1	2	7	Implement Reading and Math intervention classes at the Elementary level to students who have not met or are at risk of not meeting state standards in Math, Reading, Science, Social Studies and Writing.
1	3	1	Provide principals/teachers with performance data analysis from state assessments, benchmarks, and CBAs to all campuses through the use of DMAC.
1	3	2	Continue to keep campus principals and staff abreast of laws and guidelines governing the identification, tracking, and programming of at-risk students.
1	3	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.
1	3	4	Support data conferences with campus leadership and instructional teams to monitor student performance.
1	3	5	Provide support and refine the RTI delivery system to meet the unique needs of each student. Provide timely and effective assistance to students experiencing learning difficulties.
1	3	8	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.
1	3	9	Provide coordinated intervention programs for at-risk students that will focus on assessed individual needs of students.
1	4	1	Provide research-based programs, curriculum, and support for bilingual and ESL teachers.
1	4	2	Provide staff training through monthly data meetings and the creation of data rooms/data binders at each campus.
1	4	3	Provide professional development in ELPS, Sheltered Instruction, and best practices for ELL students.
1	4	4	Provide more staff and professional development to support the inclusion and co-teaching classes on each campus
3	2	2	Sunray Elementary will spotlight student learning through a district-wide learning showcase in the spring of each year.

# State Compensatory

## Budget for Sunray Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6119-00-101-4-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$47,164.00
199-11-6119-97-101-4-30-0-03	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,000.00
199-11-6119-98-101-4-30-0-03	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,500.00
199-11-6141-00-101-4-30-0-00	6141 Social Security/Medicare	\$662.00
199-11-6143-00-101-4-30-0-00	6143 Workers' Compensation	\$236.00
199-11-6146-00-101-4-30-0-00	6146 Teacher Retirement/TRS Care	\$399.00
<b>6100 Subtotal:</b>		<b>\$53,961.00</b>
<b>6200 Professional and Contracted Services</b>		
199-11-6219-00-101-4-30-0-03	6219 Professional Services	\$6,000.00
<b>6200 Subtotal:</b>		<b>\$6,000.00</b>
<b>6300 Supplies and Services</b>		
199-11-6399-00-101-4-30-1-03	6399 General Supplies	\$250.00
199-11-6399-69-101-4-30-0-03	6399 General Supplies	\$250.00
<b>6300 Subtotal:</b>		<b>\$500.00</b>
<b>6400 Other Operating Costs</b>		
199-11-6499-01-101-4-30-0-03	6499 Miscellaneous Operating Costs	\$300.00
199-11-6499-02-101-4-30-0-03	6499 Miscellaneous Operating Costs	\$300.00
<b>6400 Subtotal:</b>		<b>\$600.00</b>

**Personnel for Sunray Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Craig, Belinda	Teacher	Tutorials	0.05
Deborah Ruiz	Instructional Aide	Library	1.0
Delisa Boswell	Teacher	Tutorials	0.05
Ham, Marlin	Teacher	Tutorials	0.05
JJ Haberthur	Teacher	Tutorials	0.05
Nelson, Amy	Teacher	Tutorials	0.05
Olivia Garrard	Teacher	Tutorials	0.05
Raymond, Ramonda	Teacher	Tutorials	0.05
Ronna Mayfield	Teacher	Tutorials	0.05
Viviana Munoz	Teacher	Tutorials	0.05

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Plan Notes

See District Improvement Plan for State Compensatory Budget information.

## Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Stacie Jones	Principal
Classroom Teacher	Olivia Garrard	Teacher
District-level Professional	Whitney Huckaby	Interventionist/Instructional Coach
Classroom Teacher	Ramonda Raymond	Teacher
Classroom Teacher	Rhea Walker	Teacher
Business Representative	Mary Jean Jones	Banker
Parent	Cortney Womble	PTO President
Community Representative	Sharly Seiler	Community Member
Non-classroom Professional	Misti Loman	Cafeteria Manager
Paraprofessional	Lacy Tims	Para