

Sunray Independent School District
Sunray Middle School
2019-2020 Campus Improvement Plan



Mission Statement

The mission of Sunray Middle School is to help each student become confident, hard-working and successful. The Sunray Staff and families are committed to providing a safe and positive learning community in which all students are challenged and encouraged to become lifelong learners as well as productive members of society.

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

- Show enthusiasm in our teaching, creating an inviting learning environment.
- Be responsible for all student learning and mastering the state developed curriculum or TEKS.
- Expect all students to participate in at least one non-academic activity such as UIL, band, athletics, etc.
- Model and teach manners, respect, citizenship, and collaboration.
- Collaboratively create quality work in which students see the significance of the outcome, and in which students will engage and persist in order to obtain mastery of the work.

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

- Provide assessments that evaluate progress towards mastering of the TEKS and use those results to collaboratively determine our course of action to produce mastery for all students.
- Analyze assessment data to determine strengths and weaknesses in our students' learning.
- Analyze all other available data on students to determine individual and group needs of students 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 provide additional assistance.
- Collectively establish plans and strategies that will provide the student with the necessary additional time and support to ensure learning.

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 Middle School is to become a true professional learning community, a community of learners that is focused on the learning process.

Core Beliefs

Beliefs: Students are the primary "consumers of learning" in the learning community. As the consumers, they are volunteers of their attention and commitment. As the learning community, we must earn their attention and commitment through the schoolwork we provide and the support we offer to them. Earning their attention and commitment will result in all students being motivated to learn. Parents are also "consumers of learning" in the learning community. The learning community must work with parents as partners in order to determine what they believe students need to learn and how the students will best learn the material. The learning community also shares an obligation to actively work to overcome limitations created by barriers to the learning process. Teachers are the "leaders of learning" in the learning community. The teachers work to design, create and invent high-quality, intellectually demanding work for all students. The teachers are the designers of work and the leaders of students. This design and leadership causes all students to engage in and produce high quality work that leads to students learning what is considered important for all students to learn. The teachers also serve as role models of life-long learning by staying current with emerging research and standards for their profession. Auxiliary staff is the support team. They support the teachers in the learning community which allows the teachers to have the time to focus on the work that will be engaging to all students. The principal is the "leader of leaders" on the campus of the learning community. The principal ensures that the learning community has the resources, flexibility, and support required to design engaging work for all students. The superintendent is the "chief educational leader" of the learning community. The superintendent works with the board to develop the capacity for the learning community to be successful. The superintendent works with the community so that they understand the emerging and changing needs of students and the kinds of support all students and the learning community need in order to be able to commit to and produce quality work. The school board members are the primary advocates for the schools. The board is made up of community leaders whose primary purpose is to inform those not directly involved in the learning community about the state of education in the learning community and to lead the community to take action to support all students and their families so that all students can succeed in the learning community. The critical members of the learning community are all learners. Their roles are interrelated and work to create a learning community where everyone is focused on the learner and the learning process.

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 the 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, belief 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 students into lifelong learners and quality citizens.

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

Sunray ISD hired a Programs Director to oversee the programs offered in the district (except for Special Education). Sunray ISD is part of North West Texas Shared Services Arrangement (NWTSSA) Special Education Coop.

CTE: The CTE advisory council will review, develop, and make any necessary changes to the program based on student needs. Current data shows all of our CTE courses have adequate enrollments and all students are performing within acceptable standards compared with non-CTE students. Our goal is to continue to help students understand the vast array of choices for future careers so they can work academically to prepare for the future. We will work with special education department to conduct appropriate interest inventories and transition plans as needed for all students including those in Special Education. We work to include all special population students into our CTE courses.

Compensatory Education: These funds are used to support Title 1 school-wide program as long as the campus poverty level is 50% or greater. This support is available at the elementary and middle schools. We plan to continue to use the funds in the following areas for “intensive” instruction to help students “at risk of dropping out.” These areas include: tutorials, and supplemental materials to help students pass state assessments. Based on review of the data, these methods are proving to be the most effective measures to help these students. The areas of focus for at-risk will be all test areas as we try to close the gap for these student. We will also maintain our use of a elementary/middle school counselor. The counselor has proven very beneficial in working with at risk students and with student testing at both campuses. Based on the success of our Super-labs at both the MS and HS, we plan to continue them and to expand the HS lab to include more state assessment remediation for Juniors and Seniors who have not shown success on the state assessments. We plan to move forward to include underclassmen as time and space allows.

Dyslexia: Each campus has a dyslexia program. The District Dyslexia Committee will review procedures, forms, intervention strategies, curriculum and the District Handbook. A Dyslexia teacher will serve on each Student Campus Assistance Team to help with intervention strategies and recommendations for possible screenings.

ESL: The latest needs assessment demonstrates that the major focus for the ESL program is in staff development and the expansion of curriculum to include vocabulary to increase the academic language in all core subjects in school. The program will continue to focus on language and reading development for all ESL students in the district. The district will continue to offer incentives to increase the number of teachers with an ESL endorsement. The district will use the online English reading and language arts sections sections of an approved norm-reference test for students in grades 2-12 supported by Region16 ESC.

GT: Advance Academic Services continue to be an area of focus as the campus survey revealed is an area of weakness for the district. We will continue to

monitor the required training and ensure that staff members are trained as needed through Region 16. Sunray Middle School is conducting meetings outside the school day to meet the needs of the gifted students. The district will hold a parent information meeting in the fall. Identification of the students will begin in early fall with the counselor and GT Coordinator collecting nominations from parents, staff members and students. After screening the campus GT committee will review the data and select the new students for the program. We will participate in seminars provided by Region 16 as well as other opportunities available at each campus. Campus GT coordinators will be responsible for these activities and other enrichment activities.

Migrant: Numbers in this program are declining as we have adjusted to less migrant workers being used in the agriculture industry in our area. Needs assessment data shows that parental involvement and attendance are two key areas for this program to succeed. Priority of Services Plans will be developed as needed and used to help the campus staff meet the needs of the students and to keep them on track for on-time graduation. Summer school for STAAR remediation will be offered. We will monitor attendance of migrant students closely and use every means possible to help students accrue credit. We will stress attendance with the parents and inform them about the process of withdrawal and enrollment in another school when they move from here. We will continue to use a parent committee to provide input and support for this program.

Optional Extended Year (OEY): Based on data that we have collected over recent years, we plan to continue with the extended day program. This program will begin in January as a means to proactively help students who are in danger of failing a subject to be able to improve their grades. (Funding however will be less than in previous years). It will also be used for our at-risk students and any student who has not been successful on state testing measures. We will coordinate with SCE to expand the program to include the SSI grades of 5th and 8th. These students must pass the state assessment in Reading and Math to be promoted to the next grade.

Suicide, Violence, Substance Abuse, Crime Prevention: Sunray ISD continues to be a safe and secure school district. Each campus is being monitored closely, and safety and discipline issues are mostly of the non-violent and non-severe nature. We will continue to incorporate both counselors in this program as well as those staff members trained in crisis management. We will continue to stress positive choices in relation to these areas through our health programs, science classes, and other appropriate areas. We will continue to use the contraband detection dog to serve as a deterrent and to find contraband. The crisis plan is finished and all staff members are trained. Drills and changes to the plan will be done as needed. We will continue to offer the Alert Hot line even though we have not had any students making an alert with the system (This is a good thing). The program "Worth the Wait" will continue to be taught to encourage abstinence among our students in grades 6-10. We are working on adopting a dating violence prevention plan.

Technology: The Technology Committee revised the District Technology Plan last year. The technology proficiencies for K-8 students as well as the high school course TEKS will be addressed at the campus level. We will continue to pursue grant opportunities if they become available. We will continue to use the new school Website to address the increasing demand of having our information and data posted on the web in a timely manner. The community website and portal will be turned over to the city to operate as they deem necessary.

Title 1--School Wide: A school-wide program exists at the elementary and middle school allowing federal funds to help all students in the school to be more successful. Both campuses will continue to use Para-professionals for support in the regular classrooms. They will continue to offer intensive interventions for those students determined to have the need. Coordination with all other special programs will maximize services offered to the students. We will continue building the parent resource center to help provide opportunities for parents to be involved in their children's education.

Special Education: Working closely with the NWTSSA to meet the needs of our students as well as strengthening our pre-referral process and child

intervention teams will continue to be one of our main areas of focus. Staff development focusing on creating appropriate interventions along with the effective use of assessment and progress monitoring data in the pre-referral process will be conducted through district-wide staff development. We will implement the Continuous Improvement Plan to ensure that we address the issue of over identification. This is a separate plan from the District Improvement Plan.

School Processes & Programs Strengths

Sunray ISD and NWTSSA meet the needs of our special program students. Another strength for our program is the CTE classes at the high school and our FFA program.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Academic Performance: Sunray Middle School 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 Middle School will meet or exceed the three domains on the 2019-2020 Texas Accountability System; Student Achievement, School Progress, and Closing the Gaps.

Evaluation Data Source(s) 1: State Accountability Reports

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to failing.	2.4, 2.5, 2.6	Campus Principal	Student scores on state and local assessments will improve, number of students failing and/or drop-outs (and non-completion) will decrease.				
Comprehensive Support Strategy 2) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	2.4, 2.5, 2.6	Campus Principal	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.				
Comprehensive Support Strategy 3) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.	2.4, 2.5, 2.6	Campus Principal	LEP student performance on state and local assessments including TELPAS will improve.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support 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.	2.4, 2.5, 2.6	Special Programs Director, NWTSSA Director, ARD, Dyslexia, and LPAC Committees, and Principal	Student scores on state and local assessments will improve, number of students failing will decrease.				
Comprehensive Support Strategy 5) Students identified with Dyslexia will be served in a Dyslexia program to address their need for accelerated learning in Language Arts.	2.4, 2.5, 2.6	Dyslexia teacher, Campus Principal, Campus Dyslexia Committee, Special Programs Director	Student performance on state and local assessments will improve.				
Comprehensive Support Strategy 6) Teachers will analyze NWEA benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for students accelerated learning needs.	2.4, 2.5, 2.6	Principal, Teachers, and Counselor	DMAC reports each six weeks, lesson plans will document specific interventions for individual students. Student performance on state and local assessments will improve.				
Comprehensive Support Strategy 7) Teachers will implement TEKS Resource System's Scope and Sequence/Curriculum Management System in Language Arts, Writing, Math, Science, and Social Studies.	2.4, 2.6	Campus Principal	Well-aligned lesson plans, increase in student scores				
Comprehensive Support Strategy 8) Teachers will integrate technology including Smart Board and Chrome Books into classroom instruction following the TEKS and the District Technology Plan.	2.4, 2.5, 2.6	Campus Principal and Teachers	Teachers' lesson plans will document the use of technology.				
Funding Sources: Coordination of District and Federal Funds - 60000.00							
Comprehensive Support 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.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers and Campus Principal	Teacher/Parent Contact logs will document the notification of poor performance.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support 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 students: male/female, ethnic groups, economically disadvantaged, and at-risk.		Campus Principal	Differences in state assessment scores between student groups and failure rates will decrease-individual student performance on state and local assessments will improve.				
	Funding Sources: Coordination of District, Title I, and SCE - 0.00						
Comprehensive Support Strategy 11) Students in grades 5-8 will use the My Path lessons to address their need of assistance and acceleration in the areas of Language Arts.	2.4, 2.5	Campus Principal and teachers	Participating students achievement will be equal or better than non-participating students.				
	Funding Sources: Coordination of District, Title I, and SCE - 0.00						
Comprehensive Support Strategy 12) Review and monitor documentation to ensure that the comprehensive needs assessment was conducted; a) using student performance data, b) evidence of measurable performance, and that all 10 components of Title 1 school-wide programs are implemented.	2.4, 2.5, 2.6	Campus Principal, and Curriculum Team Leaders	That the Comprehensive Needs Assessment will direct the needs of students achievement and direct the work of instruction in the classroom which will result in a increase in academic achievement for all students and all special populations of students.				
Comprehensive Support Strategy 13) Conduct campus instructional meetings after benchmarks that are focused on instructional resources/strategies that will be used to improve student achievement.		Campus Principal, and Curriculum Team Leaders	The intended results of the meetings are to identify the academic needs of students through collaborative training. The impact will be that students will be academically successful.				
Comprehensive Support Strategy 14) Provide targeted professional development for teachers in high needs areas: writing, math, ELL students, SPED students, and Economically Disadvantaged Students.		Superintendent and Campus Principal	Professional development will increase academic performance in relationship to teaching strategies for special population students.				
							

Goal 1: Academic Performance: Sunray Middle School 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 Middle School will meet or exceed state average on STAAR assessments in Reading, Writing, Math, Science, and Social Studies.

Evaluation Data Source(s) 2: TAPR and PBMAS reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Provide training and implementation resources for all new STAAR teachers for STAAR interventions.	2.4, 2.6	Campus Principal, and Curriculum Team Leaders	Teaching strategies will be enhanced and goals/objectives will be enhanced for training purposes in the classroom for student achievement.				
Comprehensive Support Strategy 2) .Provide training for reading/language arts teachers in literacy collaborative strategies including classroom organization, interactive read aloud, novel studies, Writing Across the Curriculum and word study.	2.4, 2.5, 2.6	Campus Principal, and Curriculum Team Leaders	The results expected are that writing scores will increase at or above passing standards in grades 5-8.				
Funding Sources: District - 0.00							
Comprehensive Support 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.		Superintendent, Campus Principal, and Curriculum Team Leaders	Teachers will begin to implement practices that increase problem-solving strategies that will increase accountability scores for students to meet or exceed state accountability.				
Comprehensive Support Strategy 4) Provide Science curriculum training for teachers including implementation strategies for hands-on investigations, classroom management strategies, and supporting technology resources.	2.4, 2.5, 2.6	Campus Principal, and Curriculum Team Leaders	Walkthroughs, observations, demonstrated growth and state and local assessments				
Funding Sources: District - 4948.75							
Comprehensive Support Strategy 5) Provide STAAR specific writing training for grades 5-8 (STAAR Writing Academy, Writing Across the Curriculum).	2.4, 2.6	Campus Principal, and Curriculum Team Leaders	Writing scores will increase within each campus and the district. Writing samples of students will be evidenced by higher order writing skills.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 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.	2.4, 2.5, 2.6	Campus Principal, and Curriculum Team Leaders	The impact of this strategy is to promote higher order thinking skills and project-based learning as it relates to integration of technology.				
Comprehensive Support Strategy 7) Implement reading and math intervention classes at the Middle School level to students who have not met or are at-risk of not meeting state standards in Math, Reading, Science, Social Studies, and Writing. Ensure that students at-risk are working a minimum of 30 minutes a day for three days of the week on the My Path program.	2.4, 2.5, 2.6	Campus Principal, and Curriculum Team Leaders	The implementation of these strategies will provide increased expectations for students as they prepare to exceed state accountability.				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 1: Academic Performance: Sunray Middle School 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 Middle School sub-groups (White, African American, Hispanic, 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Provide principals/teachers with performance data analysis from the state assessments, benchmarks, and CBA's to all campuses through the use of DMAC.	2.4, 2.6	Superintendent, Teachers, and Curriculum Team Leaders	The impact is that teachers and other staff members will use data to make informed instructional decisions.				
Comprehensive Support Strategy 2) Continue to keep campus staff abreast of laws and guidelines governing the identification, tracking, and programming of at-risk students.		Superintendent, Campus Principal	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.				
Comprehensive Support Strategy 3) Promote design of meaningful and authentic learning experiences that are aligned to the TEKS and includes student choice, interest, technology integration, and real-world relevancy in order to transform students into creative thinkers.		Superintendent, Campus Principal, 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.				
Comprehensive Support Strategy 4) Support data conferences with campus leadership and instructional teams to monitor student performance.		Campus Principal, 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 track students' academic achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support 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.		Superintendent, Campus Principal, and Curriculum Team Leaders	The RTI process will be redefined and will provide more effective ways to address learning difficulties. The result will prove to pave the way for student academic success.				
6) Support programs to meet the needs of gifted/advanced students through differentiated instruction, pull-out programs, advanced courses offerings, academic competitions and other extracurricular programs.	2.5, 2.6	Superintendent, Campus Principal, Curriculum Team Leaders, and the GT Coordinator	Gifted/Talented Students will gain experience and will have their needs met as outlined in the GT/Talented District Plan.				
7) Support culturally responsive teaching and pedagogy through professional development and awareness.		Superintendent, Campus Principal, and Curriculum Team Leaders	By providing enhanced professional development, teaching methodology will be increased and effective teaching practices will be implemented.				
Comprehensive Support Strategy 8) All campus principals will report 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.		Superintendent and Campus Principal	The impact will be an increase in the knowledge of student data for all involved in each student's academic success.				
Comprehensive Support Strategy 9) Sunray Middle School will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs of students.		Superintendent and Campus Principal	The result will prove that intervention programs for at-risk students have their academic needs met with an increase in individual student's state accountability.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Academic Performance: Sunray Middle School 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 English Language Learners (ELL), ESL, and Special Education students will demonstrate improved performance on local and state assessments.

Evaluation Data Source(s) 4: DMAC reports of CBA results, STAAR assessment results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Provide research-based programs, curriculum, and support for bilingual and ESL teachers.	2.4, 2.5, 2.6	Superintendent, Campus Principal, ESL Teacher, and Curriculum Team Leaders	The program will provide for the increase in scores in ESL students to move the campus out of staging as per PBMAS.				
Comprehensive Support Strategy 2) Provide staff training through monthly data meetings and the creation of data rooms/data binders at the Middle School.		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.				
Comprehensive Support Strategy 3) Provide professional development in ELPS, Sheltered Instruction, and best practices for ELL students.		Superintendent and Campus Principal	By providing the training teachers will be able to effectively teach the ELL students therefore addressing the educational needs of the students.				
Comprehensive Support Strategy 4) Provide more staff and professional development to support the inclusion and co-teaching classes on campus.		Superintendent, Campus Principal	The impact of the staff development will increase the use of teaching strategies that will enhance the least restrictive environment.				
Comprehensive Support 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.		Superintendent, Campus Principal, and Special Education Director	The coordination will provide the needed services for our special education students as well as keep the teachers and staff updated on best practices and strategies for helping our special education population.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 2: Teachers and staff: Sunray Middle School will recruit, train, and retain highly qualified and effective personnel and support them with professional development, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

Performance Objective 1: Sunray Middle School will meet state, federal, and local requirements that 100% of all teachers and paraprofessionals are highly qualified.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recruit and retain Highly Qualified staff by providing materials and training to meet certification requirements.		Superintendent and Campus Principal	The retention and recruitment of highly qualified staff will provide to Sunray Middle School the stability of teaching staff as well as promote a total quality employment environment.				
2) Recruit highly qualified, diverse staff members using Region 16 School Spring online application. Region 16 Job Fairs, District Website, Moore County News Press, recruiting brochure, billboards and other social media avenues.		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.				
3) Review the district compensation plan, subject to appropriation to ensure that SISD salaries and benefit programs are competitive in their ability to attract and retain Highly Qualified staff.		Superintendent, Campus Principals, and Board of Trustees	The annual review of the 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.				
4) Gather, review, and analyze information from new hires and staff leaving the district.		Superintendent, Campus Principals	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.				
5) Increase the ability for multiple teaching assignments by paying the SBEC fee and/or certification fee of critical shortage teaching assignment teachers.		Superintendent and Campus Principals	By being able to pay the SBEC fee or the certification test fee, 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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 2: Teachers and staff: Sunray Middle School will recruit, train, and retain highly qualified and effective personnel and support them with professional development, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

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 Source(s) 2: Twenty percent increase in professional development offering each school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide on-going professional staff development to ensure all staff meets legal requirements.		Superintendent and Campus Principal	The increase in staff development will promote teacher effectiveness as well as address new teaching strategies.				
	Funding Sources: District - 4948.75						
2) Provide targeted staff development in critical need areas (ELL, RTI, Special Education, 504/Dyslexia, Gifted and Talented, Technology).		Superintendent and Campus Principal	By addressing staff development in these targeted areas, the district will be addressing the educational needs of all students with special learning needs.				
	Funding Sources: District - 4948.75						
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 learning and data meetings.		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.				
4) Provide mentor and instructional coaching services to all teachers in need of assistance and/or new and inexperienced teachers.		Superintendent and Campus Principal	The mentor and instructional coaching will prevent burnout of new teachers by providing that guidance and direction needed by those new to the district and/or new to the teaching profession.				
5) Provide summer staff development that meets the individual needs of each campus and address critical need areas in the district and campus improvement plans.		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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 3: Parent and Community Involvement: Sunray Middle School 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: Sunray Middle School will provide parent and community involvement opportunities on campus.

Evaluation Data Source(s) 1: Parent and community involvement increase district wide.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Encourage and provide parent workshops at individual campuses regarding reading with children, online resources, federal programs and homework strategies.		Superintendent and Campus Principal	The results will be based on the increase in parental involvement in regards to academic setting in the school district.				
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, and etc.		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. This in turn will promote a more transparent learning environment.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Parent and Community Involvement: Sunray Middle School 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: Sunray Middle School 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 (district-wide) for all stakeholders to attend.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Sunray Middle School will continue to update information on the district website and on Sunray ISD FaceBook Page to enhance communication efforts.		Campus Principal and Secretary	The increase of information on the district's website will provide more interaction by the community into the district.				
Comprehensive Support Strategy 2) SISD will spotlight student learning through a district wide learning showcase in the spring of each year.		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.				
ESF Levers Lever 3: Positive School Culture 3) SISD will utilize School Messenger to communicate information and events to parents and community members in the following ways: periodic phone calls from each campus principal, updates from clubs and campus organizations.		Superintendent and Campus Principals	The increased use of School Messenger will provide more communication with students' parents, guardians and community members.				
Funding Sources: District - 1100.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 4) Sunray Middle School will communicate often with parents and community members through a phone call on School Messenger as well as sending information home in the Wednesday Folders.		Principal, Secretary, and Classroom Teachers	The intended impact of this activity is to increase communication to taxpayers, parents and community members and will emphasize transparency inside and outside the district.				
5) 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.		Superintendent, Campus Principals and Superintendent's Secretary/Communication Director	By gathering information from 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.				



 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 4: Strategic Planning: Sunray Middle School will be an efficient manager of all campus revenue by targeting expenditures through careful planning and strategic goal setting to address improved 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) quality facilities and a 21st century learning environment; 2) highly efficient operation in all support areas; 3) foster and promote a safe learning environment that allows for student success and safety; 4) maintain and increase digital readiness district wide; 5) provide targeted professional development for staff in instructional technology; 6) increase financial transparency.

Evaluation Data Source(s) 1: A continuous 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to assess 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 requests.		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.				
2) Provide professional development to staff members on student safety, suicide, and bullying prevention programs as well as policy implementation and utilization of the Stop it App Bully Reporting system.		Superintendent and Campus Principals	By providing ongoing professional development training to staff our students will be educated in a safe, bully-free environment.				
Funding Sources: District - 1500.00							
3) Review discipline data trends and reports, using the information to identify areas of support for campus discipline and behavior support programs in order to maintain acceptable ISS and DAEP placement.		Superintendent, PEIMS Coordinator and Campus Principals	By reviewing the data the district will be able to track effective discipline techniques and the placement of students will be appropriately decided.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Continue the aggressive approach to technology implementation within the school, with every elementary student having access to an iPad, grades 3-4 students having access to Chrome Books, and grades 5-12 have a one to one Chrome Book program.		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.				
	Funding Sources: Coordination of District and Federal Funds - 75000.00						
5) 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.		Superintendent, Campus Principals and ESC 16 Technology Staff	The increase of technology staff development will emphasize the need to teachers to integrate technology within all parts of their teaching, therefore addressing all areas of learning styles per student.				
	Funding Sources: District - 3500.00						

Comprehensive Support 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 failing.
1	1	2	Curriculum Based Assessments (CBA) results will be used to respond to an individual's 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	4	Students identified as Special Education, Dyslexic, LEP, or 504 will take STAAR practice tests and/or benchmarks as determined by the appropriate committee.
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	6	Teachers will analyze NWEA benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for students accelerated learning needs.
1	1	7	Teachers will implement TEKS Resource System's Scope and Sequence/Curriculum Management System in Language Arts, Writing, Math, Science, and Social Studies.
1	1	8	Teachers will integrate technology including Smart Board and Chrome Books into classroom instruction following the TEKS and the District Technology Plan.
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	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 students: male/female, ethnic groups, economically disadvantaged, and at-risk.
1	1	11	Students in grades 5-8 will use the My Path lessons to address their need of assistance and acceleration in the areas of Language Arts.
1	1	12	Review and monitor documentation to ensure that the comprehensive needs assessment was conducted; a) using student performance data, b) evidence of measurable performance, and that all 10 components of Title 1 school-wide programs are implemented.
1	1	13	Conduct campus instructional meetings after benchmarks that are focused on instructional resources/strategies that will be used to improve student achievement.

Goal	Objective	Strategy	Description
1	1	14	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, interactive read aloud, novel studies, Writing Across the Curriculum 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 grades 5-8 (STAAR Writing Academy, Writing Across the Curriculum).
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 Middle School level to students who have not met or are at-risk of not meeting state standards in Math, Reading, Science, Social Studies, and Writing. Ensure that students at-risk are working a minimum of 30 minutes a day for three days of the week on the My Path program.
1	3	1	Provide principals/teachers with performance data analysis from the state assessments, benchmarks, and CBA's to all campuses through the use of DMAC.
1	3	2	Continue to keep campus 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 includes 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 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.
1	3	8	All campus principals will report 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	Sunray Middle School will 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 the Middle School.

Goal	Objective	Strategy	Description
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 campus.
1	4	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.
3	2	2	SISD will spotlight student learning through a district wide learning showcase in the spring of each year.

State Compensatory

Budget for Sunray Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-041-8-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$88,158.00
199-11-6129-00-041-8-30-0-00	6129 Salaries or Wages for Support Personnel	\$15,593.00
199-11-6141-00-041-8-30-0-00	6141 Social Security/Medicare	\$1,290.00
199-11-6142-00-041-8-30-0-00	6142 Group Health and Life Insurance	\$8,524.00
199-11-6143-00-041-8-30-0-00	6143 Workers' Compensation	\$498.00
199-11-6146-00-041-8-30-0-00	6146 Teacher Retirement/TRS Care	\$2,471.00
6100 Subtotal:		\$116,534.00
6300 Supplies and Services		
199-11-6399-00-041-8-30-0-02	6399 General Supplies	\$6,100.00
199-11-6399-01-041-8-30-0-02	6399 General Supplies	\$100.00
199-11-6399-69-041-8-30-1-02	6399 General Supplies	\$250.00
6300 Subtotal:		\$6,450.00
6400 Other Operating Costs		
199-11-6499-00-041-8-30-0-02	6499 Miscellaneous Operating Costs	\$200.00
199-11-6499-01-041-8-30-0-02	6499 Miscellaneous Operating Costs	\$360.00
6400 Subtotal:		\$560.00

Personnel for Sunray Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alex Gallegos	Teacher	Tutorials	0.05
Brent Mahaney	Teacher	Tutorials	0.05
Estella Alvarez/Perlaza	Instructional Aide	Inclusion Aide	0.5
Haley Nelson	Teacher	Tutorials	0.05
Ivana Sonen	Teacher	Tutorials	0.05
Joanie Hightower	Teacher	Tutorials	0.05
Keith Schulz	Teacher	Tutorials	0.05
Natalie Lopez	Teacher	Tutorials	0.05
Pipkin, Janet	Teacher	Tutorials	0.05
Rodriguez, Lidia	Teacher	ESL Pullout	1.0
Saenz, Rocio	Instructional Aide	Bobcat Breakout	0.50
Sheila Johnson	Instructional Aide	Inclusion aide	0.5
Tyler Seward	Teacher	Tutorials	0.05

Campus Educational Improvement Council

Committee Role	Name	Position
Administrator	Pam Keisling	Chairman
Classroom Teacher	Joanie Hightower	Committee Member
Classroom Teacher	Natalie Lopez	Committee Member
District-level Professional	Brandi Cadena	Committee Member
Parent	David McGaughy	Committee Member
Community Representative	Stephanie Drinnon	Committee Member
Business Representative	Brenda Emmert	Committee Member
Parent	Britt Marquez	Committee Member

Campus Funding Summary

District					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	2	4			\$4,948.75
2	2	1			\$4,948.75
2	2	2			\$4,948.75
3	2	3			\$1,100.00
4	1	2			\$1,500.00
4	1	5			\$3,500.00
Sub-Total					\$20,946.25
Coordination of District, Title I, and SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
1	1	11			\$0.00
Sub-Total					\$0.00
Coordination of District and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$60,000.00
4	1	4			\$75,000.00
Sub-Total					\$135,000.00
Grand Total					\$155,946.25