

Sunray Independent School District
Sunray High School
2018-2019 Campus Improvement Plan



Mission Statement

Sunray High School will be a school that provides a positive, learner-centered environment that fosters academic excellence, creativity, and life-long learning so that all students graduate from SHS fully prepared to meet their future educational and employment goals.

In order to ensure that all students succeed, we will

- Make teaching and learning fun
- Create quality learning experiences and activities that cause all students to engage and persist in learning so all students will master the Texas Essential Knowledge and Skills
- Create classroom environments that invite all students to learn
- "Be there" for all learners
- Teach, mentor, and model life-long learning
- Teach, mentor, and model good citizenship and conduct
- Teach, mentor, and model collaboration
- Provide opportunities to ensure that all students participate in at least one auxiliary activity each year (UIL, athletics, OAP or theatre plays, band mentoring program, FFA, FCCLA, FCA, etc.) so that all students will "connect" with school

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

- Analyze state assessment data to determine individual and group strengths and weaknesses
- Analyze discipline and conduct data to determine areas that are detrimental to a positive, safe learning environment
- Analyze grades, attendance, credit accrual, and graduation completion rate to ensure that all students are making incremental progress toward graduation
- Analyze locally developed assessments data to evaluate progress toward mastery of TEKS
- Evaluate student products and performances to measure development of creativity and community involvement.

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

- Collaborate to reflect, re-evaluate, refine our instructional practices
- Study alternative ways to improve student learning

- Collectively develop and put in place plans and strategies that will give student(s) extra time and support for mastery of learning objectives

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

- Enrich instruction that deepens the level of knowledge of the required curriculum

Vision

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

Value Statement

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 principals are the "leader of leaders" on the campuses of the learning community. The principals ensure 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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sunray ISD is a 2 A rural school district located in the Panhandle of Texas, serving the community of Sunray, TX . Sunray ISD has three campuses: Sunray High School (grades 9-12) which serves 150 students, Sunray Middle School (grades 5-8), which serves 180 students, and Sunray Elementary School (grades PreK-4), which serves 238 students. Sunray Elementary School is labeled as Title I Campus.

Sunray ISD total student population is 568 students, which is a increase in student population from the end of 2017-2018. Sunray High School serves 146 students. In terms of ethnicity, student sub-groups are: Hispanic 56.9%, White 40.5%, American Indian 0.4%, Asian 0.2%, and Two or More races 1.6%.

Sunray ISD serves student in special populations, including Economically Disadvantaged 57.3%, Non-Educationally Disadvantaged 42.7%, English Language Learners (ELL) 19.3%, Students with Disciplinary Placements 0.2% and At-Risk 33.1%.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: High School faces challenges meeting the academic social and emotional needs of a fast growing IEP 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

Sunray High School received a B rating from the Texas Education Agency. Two distinctions were earned in Social Studies and Closing the Gaps. In each of the four categories (met standard, student achievement, school progress, and closing the gaps) the high school met standard.

Student Achievement Strengths

Students at Sunray High School excelled in Social Studies. Overall, all categories on the high school accountability report for 2018 are strengths.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Under Academic Growth, the campus earned a 72 which was slightly above the needed 64. While we achieved the points necessary to meet standard, it was our lowest category overall. **Root Cause:** Students are being pushed to the point of passing, but we need to create tutorials that help push passing students even higher.

Problem Statement 2: Sunray High School has a low percentage of students passing both the Reading and Math TSI. **Root Cause:** Students were not being prepared for the test, and very few testing opportunities were given.

Problem Statement 3: The percentage of students at Sunray High School taking and passing the SAT is very low. **Root Cause:** Few students attempted the test and very few passed.

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

District Culture and Climate Strengths

1. Bullying, Cyberbullying and Sexual Harassment training provided for all staff members.
2. Activities used daily to build a positive culture and increase staff camaraderie.
3. Summer professional development built upon individual staffing needs as well as content area.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Poverty Awareness training needed

Problem Statement 2: Provide opportunities for staff members to come together as a district through team building and professional development

Problem Statement 3: 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 - Goggle 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. NTWSSA (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

Sunray ISD staff works as a team to improve student success. This is a strength for our staff members because they build a strong relationship with their students. This relationship is the first step in improving student achievement. Another strength for our staff members is the strong relationship and professional collegiality between the staff members. Teachers are able to collaborate professionally to gain insight on how to improve all students achievement. Teachers all gather informally to celebrate each others success and life.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Problem Statement 2: Professional development must be aligned with low academic areas.

Problem Statement 3: Professional development must be aligned with special population needs.

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Sunray High School believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. Curriculum is based on the state standards or TEKS, and should be implemented and taught with rigor and fidelity. Campuses create 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

1. SHS has a one to one Chromebook program.
2. Dual credit classes are offered in partnership with Amarillo College and Frank Phillips College.
3. Entering freshman have the ability to graduate with an Associates Degree in our Diplomas and Degrees program.
4. The district uses TEKS Resource as the scope and sequence.

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

Problem Statement 5: Update all curriculum adoption materials and create committees to evaluate new adoption materials as they are released by TEA.

Problem Statement 6: 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 7: 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 HS is committed to the sustainability and support of family and community involvement and will continue efforts to build trusting relationships with all stakeholders at the district and campus levels. The Campus strives to achieve family and community partnerships that positively impact the success of all Sunray HS students.

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

Parent and Community Engagement Strengths

1. Booster Club
2. Open door policy for parent communication with administration and teachers
3. Relationship with local newspaper and radio station
4. Parent Portal for Access for Grading and Attendance Information
5. District and Campus Website and Face book page
6. Uniform date for parent/teacher conference
7. 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: Increase of communication pathways for parents

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

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

School Context and Organization

School Context and Organization Summary

Campus Administration organization varies on each campus. The Sunray High School leadership team consists of the Principal, Counselor and Athletic Director.

School Context and Organization Strengths

1. Positive learning environments are evident in all classrooms.
2. All teachers understand the need for strong teaching and an academic focus.
3. Servant leadership is 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 with all laws, state, and federal mandates and regulations on all campuses.

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

Problem Statement 4: Continue to improve communication between Sunray HS 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 HS is evolving as a school choice for Moore County. As a learning organization, technology and 21st century learning is critical for SISD students to be prepared for any of the following: college, career, or military service. Sunray HS has upgraded and expanded the network to allow for increased used of instructional technology tools on entire campus, including a 1:1 program at Sunray High School.

Technology Strengths

- 1, Each classroom has a projector and a Smart Board.
2. 1:1 Chrome book at high school.
3. Internet speed has been increased from 250 mg to 500 mg.
4. Technology is embraced with each board member also having Chromebooks.
5. Computer plasma cutter in place in CTE program.

Problem Statements Identifying Technology Needs

Problem Statement 1: Continued funding of Technology in a limiting state funding and/or local property revenue decline.

Problem Statement 2: The need for a Career and Technical Center at the district.

Problem Statement 3: Increase of technology proficiencies among staff and administration Sunray

Community Involvement

Community Involvement Summary

Community involvement is very strong at Sunray HS. The community supports the school. Community members show their support by serving on the school board, various parent advisory committees, the Campus Educational Improvement Council, fundraisers, and athletic events.

Community Involvement Strengths

One of the strengths for Sunray ISD is community involvement. The community of Sunray supports the school district academically, monetarily, and athletically. The community volunteers as mentors in our elementary school working with our students who have math difficulties. The community also volunteers in other areas at our schools. The community 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

Sunray ISD hired a Programs Director to oversee the programs offered in the district (except for Special Education). Sunray ISD is part of the North West Texas Shared Services Arrangement (NTWSSA) 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 that 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 the 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 students. 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 Teams 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 areas of 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 on-line English reading and language arts sections of an approved norm-reference test for students in grades 2-12 supported by Region 16 ESC. **GT:** Advance Academic Services continue to be an area of focus as each campus parent/program survey revealed that this 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. The campuses are 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 students will begin in early fall with the counselors and GT campus coordinators collecting nominations from parents, staff members and students. After screening the district GT committee will review the data and select the new students for the program. We will also participate in the 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 agricultural industry in our area. Needs assessments 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 EOC remediation will be offered. We will also monitor attendance of migrant students closely and use every possible means to help students accrue credits. We will stress attendance with the parents and stress 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. **Suicide, Violence, Substance Abuse, Crime Prevention:** Sunray ISD continues to be a safe and secure school district. Each campus is being monitored closely for safety and discipline issues are mostly of a non-violent or 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 also 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). We will continue the program "Worth the Wait" 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 I – School-wide:** A school wide program exists at the elementary school 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 to build the parent resource center to help provide opportunities for parents to be involved in their child'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 developing 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 this issue of over identification. This is a separate plan from the District Improvement Plan.

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.

Operations

Operations Summary

District Met Standard
High School Met Standard
Middle School Met Standard
Elementary School Met Standard

Gold Performance Acknowledgements

Attendance: 2003-04, 2004-05, 2005-06, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, College Ready 2008, 2010, 2011, 2012, 2013 Recommended HS Program Class of 2004, 2005, 2006, 2007, 2008, 2010, 2011, 2012, 2013 TAAS/TASP Equivalency Class of 2004 Texas Success Initiative (TSI) Math 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2012-13 and TSI ELA 2008, 2010-2011, 2012-13; Comparable Improvement - ELA 2006-08, 2007-08, 2008-09, 2009-10, 2010-11; Math 2006-07, 2008-09, 2009-10, 2010-11
Commended Performance - Reading /ELA 2007-08 Commended Performance - Writing 2008-09, 2009-10, 2010-11; Commended Performance - Social Studies - 2009-10, 2010-11; Commended Performance - Math - 2010-11; Top 25% in Student Progress

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

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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.

Drop-out Rate (Completion Rate): The state is using a longitudinal completion rate for the accountability system rather than the traditional annual drop-out rate. Our completion rate is as follows for the Class of 2014: Graduated 94% (State-88.3%); GED 0.0% down from 3.2%; Continued in HS is 2.7% up from 0%; Dropped-out (4 year)2.6% (State 6.6). Our drop-out rate continues to be low. Our goal is to return to a rate of less than 1% - however this is not used in the accountability ratings because of our low numbers. Our strategies will be to continue to identify all at-risk students district wide. We will also continue to implement Odyessy Ware to help with credit recovery for those HS students who are behind in credits. We will continue to use tutorials to help students not to fail. Each campus will develop strategies to promote staying in school and being successful.

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 End-of-Course 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
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- 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

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

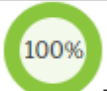

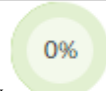

Performance Objective 1: SISD will meet or exceed the four indexes on the 2017-2018 Texas Accountability System; Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors 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>	<p>Superintendent and Campus Principal</p>	<p>Student scores on state and local assessments will improve,number of student failing and/or drop-outs (and noncompletions) will decrease.</p>				
<p>Funding Sources: Coordination of District, Title I - 2500.00</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) System Safeguard Strategy Critical Success Factors 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>	<p>Campus Principal</p>	<p>Student scores on state and local assessments will improve,number of student failing and/or drop-outs (and noncompletions) will decrease.</p>				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) System Safeguard Strategy Critical Success Factors 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>	<p>Campus Principal, ESL Coordinator</p>	<p>LEP student performance on state and local assessments including TELPAS will improve.</p>				
<p>Funding Sources: Coordination of District and Title III - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) 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, Principal</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>Funding Sources: Coordination of District, Title I, Title III and S - 6700.00</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) 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>Funding Sources: Coordination of District, Title I, and SCE - 3500.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) 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>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) 7) Teachers will follow TEKS Resource System's Scope and Sequence in all core subjects.</p>	<p>Principal</p>	<p>Student scores on state and local assessments will improve. Curriculum will be vertically aligned.</p>				
<p>Funding Sources: District - 3750.00</p>						
<p>Critical Success Factors CSF 1</p> <p>8) Teachers will integrate technology including Smart board, iPads and Chrome books 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>Funding Sources: Coordination of District and Federal Funds - 60000.00</p>						

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7</p> <p>9) Teachers will review local assessment data and classroom grades, and they will communicate with parents and students when they are in danger of failing.</p>	<p>Teachers, Principals</p>	<p>Teacher/Parent Contact logs will document the notification of poor performance.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) School tutorials will be offered as needed for supplemental instruction to help students achieve their highest potential.</p>	<p>Campus Principals</p>	<p>Differences in state assessments scores between student groups and failure rates will decrease - individual student performance on state and local assessments will improve.</p>				
<p>Funding Sources: Coordination of District, Title I, and SCE - 0.00</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>11) Review and monitor documentation from each campus to ensure that a comprehensive needs assessment was conducted; (a) using student performance data, and (b) evidence of measurable performance and that all 10 components of Title I school-wide programs are implemented.</p>	<p>Superintendent, Campus Principals and Curriculum Team Leaders</p>	<p>That the Comprehensive Needs Assessment will direct the needs of students achievement and direct the work the instruction in the classroom, which will result in a increase in academic achievement for all students and all special populations of students.</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>12) Conduct collaboration meetings once a six weeks to discuss student progress and develop intervention plans for struggling students.</p>	<p>Campus Principal and teachers</p>	<p>The intended results of the meetings are to identify the academic needs of students, and the impact will be that students will be academically successful.</p>				
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Goal 1: Academic Performance: Sunray ISD will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

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

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>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide training and implementation resources for all new STAAR and EOC teachers for STAAR interventions.</p>	Superintendent, Campus Principal and Curriculum Team Leader's	Teaching strategies will be enhanced and goals/objectives will be enhanced for training purpose in the classroom for student achievement.				
Funding Sources: District - 0.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) 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>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide Science curriculum training for first-year teachers including implementation strategies for hands-on investigations, classroom management strategies, and supporting technology resources.</p>	Superintendent, Campus Principal and Curriculum Team Leaders	Science scores and content based learning will increase as evidenced on state accountability. First-year science teachers will have the tools they need to be successful in the classroom.				
Funding Sources: District - 0.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Work with teachers to break down benchmark data to determine intervention groups for intense STAAR prep.</p>	Superintendent, Campus Principal and Curriculum Team Leaders	The impact of this strategy is that students will receive support based on their individual needs.				
Funding Sources: District - 0.00						

<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Students who are failing to meet the state passing requirement on STAAR EOCs will be required to take a STAAR Prep course that will help them make gains before the next administration.</p>	<p>Campus Principal, Counselor</p>	<p>Students will receive intense instruction that is geared at passing the EOCs. EOC passing rates will increase.</p>				
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Goal 1: Academic Performance: Sunray ISD will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

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

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>System Safeguard Strategy Critical Success Factors 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>	<p>Superintendent, Teachers and Curriculum Team Leaders.</p>	<p>The impact is that teachers and other staff members will use data to make instructional decisions.</p>				
<p>Funding Sources: District - 0.00</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Continue to keep campus principals and staff abreast of laws and guidelines governing the identification and tracking of and programing of at-risk students.</p>	<p>Superintendent and Campus Principals</p>	<p>By staying abreast of new laws for identifying At-Risk students teachers will be able to properly identify those students as well as recognize their needs.</p>				
<p>Funding Sources: Coordination of District and SCE - 5000.00</p>						
<p>System Safeguard Strategy Critical Success Factors 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 realworld relevancy in order to transform students into creative thinkers.</p>	<p>Superintendent, Principal, and Curriculum Team Leaders</p>	<p>Students learning will be relevant to their real life experiences that indicates a learning process that has outcomes of being college, career and military readiness.</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 2 CSF 3</p> <p>4) Support data conferences with campus leadership and instructional teams to monitor student performance.</p>	<p>Superintendent , Principal, and Curriculum Team Leaders</p>	<p>Data conferences will prove to provide a chart of learning expectations that will be taught across the campus and district to students academic achievement.</p>				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Provide district level support and refine the RTI delivery system to meet the unique needs of each campus and provide timely and effective assistance to students experiencing learning difficulties.</p>	<p>Superintendent, Principal 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>Critical Success Factors 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, Principal 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>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>7) Support culturally responsive teaching and pedagogy by offering professional development with both in-house and outside resources.</p>	<p>Principal</p>	<p>Teachers will continue to grow professionally and learn from one another.</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>8) All campus principals will report student data that reflects progress towards specific goals. Reports will include interventions for students who are not at the acceptable level of performance and how those students are being monitored.</p>	<p>Superintendent and Campus Principal</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>System Safeguard Strategy Critical Success Factors CSF 1 CSF 6</p> <p>9) All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs or students.</p>	<p>Superintendent and Campus Principal</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>				

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

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

Evaluation Data Source(s) 4: Class enrollment numbers will increase each year.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) 1) Provide principals/teachers with performance data analysis from state assessments, benchmarks, and CBAs to all campuses through the use of DMAC.</p>	<p>Superintendent, Teachers and Curriculum Team Leaders.</p>	<p>The impact is that teachers and other staff members will use data to make instructional decisions.</p>				
<p>Funding Sources: District - 5941.02</p>						
<p>System Safeguard Strategy</p> <p>2) 2) Continue to keep campus principals and staff abreast of laws and guidelines governing the identification and tracking of and programing of at-risk students.</p>	<p>Superintendent and Campus Principals</p>	<p>By staying abreast of new laws for identifying At-Risk students teachers will be able to properly identify those students as well as recognize their needs.</p>				
<p>Funding Sources: Coordination of District and SCE - 5000.00</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) 3) Promote design of meaningful and authentic learning experiences that are aligned to the TEKS and include student choice, interest, technology integration, and realworld relevancy in order to transform students into creative thinkers.</p>	<p>Superintendent, Principals, and Curriculum Team Leaders</p>	<p>Students learning will be relevant to their real life experiences that indicates a learning process that has outcomes of being college, career and military readiness.</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) 4) Support data conferences with campus leadership and instructional teams to monitor student performance.</p>	<p>Superintendent , Principals, and Curriculum Team Leaders</p>	<p>Data conferences will prove to provide a chart of learning expectations that will be taught across the campus and district to students academic achievement</p>				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) 5) Provide district level support and refine the RTI delivery system to meet the unique needs of each campus and provide timely and effective assistance to students experiencing learning difficulties.</p>	<p>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>Critical Success Factors CSF 1 CSF 2</p> <p>6) 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>Critical Success Factors CSF 7</p> <p>7) 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>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>8) 8) All campus principals will report student data that reflects progress towards specific goals. Reports will include interventions for students who are not at the acceptable level of performance and how those students are being monitored.</p>	<p>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>System Safeguard Strategy Critical Success Factors CSF 1 CSF 6</p> <p>9) 9) All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs or 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>				
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Goal 1: Academic Performance: Sunray ISD will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

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

Evaluation Data Source(s) 5: 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 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide research-based programs, curriculum, and support for bilingual and ESL teachers.</p>	<p>Superintendent, Campus Principal, ESL Teachers and Curriculum Team Leader</p>	<p>The programs will provide for the increase in scores in ESL students to move the district out of staging as per PBMAS.</p>				
<p>Funding Sources: District - 6306.10</p>						
<p>System Safeguard Strategy Critical Success Factors 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>	<p>Superintendent, Campus Principal and Curriculum Team Leaders</p>	<p>The monthly data meetings will incorporate strategies to teach the whole child which will provide an increase in each subgroup.</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) 3) Provide professional development in ELPS, Sheltered Instruction, and best practices for ELL students.</p>	<p>Superintendent and Campus Principals</p>	<p>By providing the training teachers will be able to effectively teach the ELL students therefore addressing the educational needs of the students.</p>				
<p>Funding Sources: Coordination of District and Federal Funds - 6306.10</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) 4) Provide more staff and professional development to support the inclusion and co-teaching classes on each campus</p>	<p>Superintendent and Campus Principals</p>	<p>The impact of the staff development will increase the use of teaching strategies that will enhance the least restrictive environment.</p>				
<p>Funding Sources: District - 3000.00</p>						

5) 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 Principals and Special Education Director	The coordination will provide				
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Goal 2: Teachers and Staff: Sunray ISD 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: SISD 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:

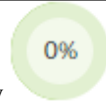
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) 1) Recruit and retain Highly Qualified staff by providing materials and training to meet certification requirements</p>	Superintendent and Campus Principal	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>Critical Success Factors CSF 6 CSF 7</p> <p>2) 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>Critical Success Factors CSF 7</p> <p>3) 3) Review the district compensation plan, subject to appropriation to ensure that SISD salaries and benefits programs are competitive in their ability to attract and retain Highly Qualified staff.</p>	Superintendent, Campus Principal and Board of Trustees	The annual review of of salary/stipend schedule and monthly insurance payments will promote a employee stability and provide the district the opportunity to compete for employees across the region				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>4) 4) Gather, review, and analyze information from new hires and staff leaving the distric</p>	Superintendent and 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.				
<p>Critical Success Factors CSF 7</p> <p>5) 5) Increase the ability for multiple teaching assignments by paying the SBEC fee and/or certification fee of critical shortage teaching assignments teachers.</p>	Superintendent and Campus Principals	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.				
Funding Sources: District - 1500.00						



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Goal 2: Teachers and Staff: Sunray ISD 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: 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:

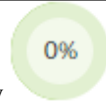
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) 1) Provide on-going professional staff development to ensure all staff meets legal requirements</p>	<p>Superintendent and campus principal</p> <p>Funding Sources: District - 4948.75</p>	<p>The increase in staff development will promote teacher effectiveness as well as address new teaching strategies</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) 2) Provide targeted staff development in critical need areas (ELL, RTI, Special Education, 504/Dyslexia, Gifted and Talented, Technology).</p>	<p>Superintendent and Campus Principal</p> <p>Funding Sources: District - 4948.75</p>	<p>By addressing staff development in these targeted areas, the district will be addressing the educational needs of all students not matter of their learning needs.</p>				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) 3) Provide staff development throughout the school year in the following ways: professional learning community campus meetings, faculty meetings, after school professional development sessions, digital/flipped learning and data meetings.</p>	<p>Superintendent and Campus Principal</p>	<p>Staff development throughout the year will provide an environment that enhances professional conversations about teaching and learning that promote professional development that is constant not static.</p>				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) 4) Provide mentor and instructional coaching services to all teachers in need of assistance and/or new and inexperienced teachers.</p>	<p>Superintendent and Campus Principals</p>	<p>The mentor and instructional coaching will prevent burnout of new teachers by providing that guidance and direction needed new to the district and/or new to the teaching profession.</p>				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) 5) Provide summer staff development that meets the individual needs of each campus and addresses critical need areas in the district and campus improvement plans.</p>	<p>Superintendent and Campus Principals</p>	<p>Summer staff development will be directed toward enhancing subject area teaching as teachers will take ownership of their own staff development with guidelines established by the district and will serve as comp days in the school year.</p>				



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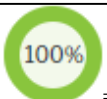

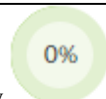

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Goal 3: Parent/Community Involvement: Sunray ISD will provide effective communication pathways, establishing an engaging, collaborative, and respectful relationship between all levels of shareholders base on TEA Strategic Priority Goal: Building a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

Performance Objective 1: SISD 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>Critical Success Factors CSF 5 CSF 6</p> <p>1) 1) Encourage and provide parent workshops at individual campuses 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>Critical Success Factors CSF 5 CSF 6</p> <p>2) 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.</p>	Superintendent and Campus Principals	The flexibility of parent/guardian activities will increase the liken hood of increasing student academic achievement due to the increased involvement of parents into the school environment which in turn will promote a more transparent learning environment.				
<p>3) SHS will participate in the District Showcase where all community members are invited to join.</p>	Superintendent, Campus Principal, Teachers	The community will see examples of student work and learning from the school year which will build pride.				
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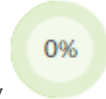

Goal 3: Parent/Community Involvement: Sunray ISD will provide effective communication pathways, establishing an engaging, collaborative, and respectful relationship between all levels of shareholders base on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

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

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
1) 1) SISD will continue to update information on the district website and all social media sites (Face book and instagram). to enhance communication efforts.	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.				
Funding Sources: District - 5800.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> 2) 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.				
Funding Sources: District - 1500.00						
<p>Critical Success Factors CSF 5 CSF 6</p> 3) 3) SISD 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.	Superintendent and Campus Principals.	The increased use of School Messenger will provide more communication with student's parents, guardians and community members.				
Funding Sources: District - 1100.00						
<p>Critical Success Factors CSF 5 CSF 6</p> 4) 4) SISD will create a district newsletter to distribute to the public which will highlight events, teachers, students, and activities across the district.	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.				
Funding Sources: District - 1000.00						

<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) 5) SISD will communicate weekly with parents and community members through a weekly You tube video done by the Superintendent highlighting updates and changes in district.</p>	<p>Superintendent and Superintendent's Secretary/Communication Director.</p>	<p>The intended impact of this activity will increase communication to taxpayers, parents and community members and will emphasize transparency inside and outside the district.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) 6) SISD will work aggressively advertising the district through the use of billboards and the local newspaper.</p>	<p>Superintendent, and Superintendent's Secretary/Communication Director.</p>	<p>The impact of continued advertising of district will promote and emphasize a positive environment within the district and from patrons outside of the district the ongoing support of the district will continue to be positive.</p>				
<p>Funding Sources: District - 3000.00</p>						
<p>7) 7) SISD will solicit input from all stakeholders (staff, students, parents, community members) to plan and make recommendations for district improvements using surveys, parent meetings, school board meetings and other events.</p>	<p>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 ISD will be efficient managers of all district revenue by targeting expenditures through careful planning and strategic goal setting to expand to address curriculum, facilities, transportation and technology base on TEA Strategic Priority Goal: Building a Foundation of Math and Reading





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

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

Evaluation Data Source(s) 1: An 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>Critical Success Factors CSF 6</p> <p>1) 1) Continue to access facility needs of the district and maintain an aggressive approach to addressing current and future facility needs/improvements/and increase the progressive approach to maintenance request.</p>	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>Critical Success Factors CSF 6</p> <p>2) 2) Continue to provide a food service program that meets the needs of the district and child nutrition guidelines that provides quality food options for students and teachers.</p>	Superintendent, Food Service Director and School District Menus	The food that is served in the cafeteria will meet or exceed state and federal standards for child nutrition as well as provide a good healthy food for all students and to meet their dietary needs.				
Funding Sources: Coordination of District and Federal Funds - 189683.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) 3) Provide professional development to staff members on student safety, suicide, and bully prevention programs, as well as policy implementations and utilization of the Stop it App, Bully Reporting system.</p>	Superintendent and Campus Principals.	By providing ongoing professional development training to staff our student will be educated in a safe, ,bully free environment.				
Funding Sources: District - 1500.00						

<p align="center">Critical Success Factors CSF 6</p> <p>4) 4) Review discipline data trends and reports, using the information to identify areas of support for campus discipline and behavior support programs in order to main acceptable ISS and DAEP placement.</p>	<p>Superintendent, PEIMS Coordinator and Campus Principals</p>	<p>By reviewing the data the district will be able to track effective discipline techniques and the placement of students will be appropriate for the behavior.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) 5) 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 a chrome book and grades 5-12 have an one to one chrome book program.</p>	<p>Superintendent, Campus Principals and ESC 16 Technology staff.</p>	<p>The placement of technology in each student's hand will move the teaching and the learning into a digital learning environment and will prepare our students for working in the 21st century.</p>				
<p>Funding Sources: Coordination of District and Federal Funds - 75000.00</p>						
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>6) 6) Provide professional development for staff members in the following areas: use of technology in the classroom, integrating websites into classroom instruction, Goggle Apps for Education and Project Based Learning using technology.</p>	<p>Superintendent, Campus Principals and ESC 16 Technology Staff.</p>	<p>The increase of technology staff development will emphasise the need to teacher to integrate technology within all parts of their teaching therefore addressing all areas of learning styles per student.</p>				
<p>Funding Sources: District - 3500.00</p>						
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) 7) Communicate to all stakeholders about financial impacts for potential transactions, including bond transactions, major construction projects, and tax rate implications also any financial impacts of revenue and expenditures.</p>	<p>Superintendent, Business Manger, and Superintendent's Secretary.</p>	<p>The evidence of financial transparency will promote the district in a positive light for all stakeholders while communicate to the stakeholders the impact of financial decisions upon the district and the basis is that the average tax payer will be able to at all times access district financial data.</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>8) 8) Provide financial documents on the district's website to archive Superior Achievement on the FIRST rating as well as the Financial Transparency Award from the State Comptroller's office.</p>	<p>Superintendent, Business Manager and Superintendent's Secretary.</p>	<p>By maintaining transparency of Financial documents to archive Superior Rating as well as the Transparency Award from the State Comptroller the district will be able to provide open communication with all stakeholders</p>				
<p>9) 9) Review revenue projections, student count and expenditure targets every quarter.</p>	<p>Superintendent, Business Manager, and ESC 16 Business Staff</p>	<p>By monitoring these items the district will be able to adjust their budget through the year to maximize revenue to directly impact expenditure to student success.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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	System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 2) Curriculum Based Assessments (CBA) results will be used to respond to an individuals needs and for RTI purposes.
1	1	3	System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.
1	1	5	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	7) Teachers will follow TEKS Resource System's Scope and Sequence in all core subjects.
1	1	9	Teachers will review local assessment data and classroom grades, and they will communicate with parents and students when they are in danger of failing.
1	1	11	Review and monitor documentation from each campus to ensure that a comprehensive needs assessment was conducted; (a) using student performance data, and (b) evidence of measurable performance and that all 10 components of Title I school-wide programs are implemented.
1	1	12	Conduct collaboration meetings once a six weeks to discuss student progress and develop intervention plans for struggling students.
1	2	1	Provide training and implementation resources for all new STAAR and EOC teachers for STAAR interventions.
1	2	2	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	3	Provide Science curriculum training for first-year teachers including implementation strategies for hands-on investigations, classroom management strategies, and supporting technology resources.
1	2	4	Work with teachers to break down benchmark data to determine intervention groups for intense STAAR prep.
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 and tracking of and programing 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 realworld relevancy in order to transform students into creative thinkers.

Goal	Objective	Strategy	Description
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 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	All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs or students.
1	4	1	1) Provide principals/teachers with performance data analysis from state assessments, benchmarks, and CBAs to all campuses through the use of DMAC.
1	4	2	2) Continue to keep campus principals and staff abreast of laws and guidelines governing the identification and tracking of and programming of at-risk students.
1	4	3	3) Promote design of meaningful and authentic learning experiences that are aligned to the TEKS and include student choice, interest, technology integration, and realworld relevancy in order to transform students into creative thinkers.
1	4	4	4) Support data conferences with campus leadership and instructional teams to monitor student performance.
1	4	5	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	4	8	8) All campus principals will report student data that reflects progress towards specific goals. Reports will include interventions for students who are not at the acceptable level of performance and how those students are being monitored.
1	4	9	9) All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs or students.
1	5	1	Provide research-based programs, curriculum, and support for bilingual and ESL teachers.
1	5	2	Provide staff training through monthly data meetings and the creation of data rooms/data binders at each campus.
1	5	3	3) Provide professional development in ELPS, Sheltered Instruction, and best practices for ELL students.
1	5	4	4) Provide more staff and professional development to support the inclusion and co-teaching classes on each campus

State Compensatory

Budget for Sunray High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-001-4-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$49,444.00
199-11-6141-00-001-4-30-0-00	6141 Social Security/Medicare	\$700.00
199-11-6142-00-001-4-30-0-00	6142 Group Health and Life Insurance	\$1,161.00
199-11-6143-00-001-4-30-0-00	6143 Workers' Compensation	\$247.00
199-11-6146-00-001-4-30-0-00	6146 Teacher Retirement/TRS Care	\$607.00
6100 Subtotal:		\$52,159.00
6200 Professional and Contracted Services		
199-34-6249-01-001-4-30-0-15	6249 Contracted Maintenance & Repair	\$100.00
199-34-6299-01-001-4-30-0-15	6299 Miscellaneous Contracted Services	\$100.00
6200 Subtotal:		\$200.00
6300 Supplies and Services		
199-11-6398-00-001-4-30-0-01	6398 Computer Supplies/Software - Locally Defined	\$3,000.00
199-11-6399-00-001-4-30-0-01	6399 General Supplies	\$1,000.00
6300 Subtotal:		\$4,000.00

Personnel for Sunray High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Burdge, Tamahara	Teacher	Tutorials	.05
Cripps, Stephen	Teacher	Tutorials	0.05
Jeff DeBose	Teacher	Tutorials	.05
Lee, Kim	Teacher	HS TAKS Remediation	1.0
Rice, Caitlyn	Teacher	Tutorials	0.05
Stokes, Delma	Teacher	Tutorials	0.05
Wright, Tanner	Teacher	Tutorials	.05
Wright, Tyler	Teacher	Tutorials	.05
Zerby, Rachel	Teacher	Tutorials	.05

Campus Funding Summary

District					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$3,750.00
1	2	1		4948.75	\$0.00
1	2	3		4948.75	\$0.00
1	2	4		4948.75	\$0.00
1	3	1		5941.02	\$0.00
1	3	6			\$1,797.50
1	4	1			\$5,941.02
1	4	6			\$1,797.50
1	5	1			\$6,306.10
1	5	4			\$3,000.00
2	1	5			\$1,500.00
2	2	1			\$4,948.75
2	2	2			\$4,948.75
3	2	1			\$5,800.00
3	2	2			\$1,500.00
3	2	3			\$1,100.00
3	2	4			\$1,000.00
3	2	6			\$3,000.00
4	1	3			\$1,500.00
4	1	6			\$3,500.00
Sub-Total					\$51,389.62
Coordination of District, Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,500.00

					Sub-Total	\$2,500.00
Coordination of District and Title III						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	3			6306.16	\$0.00
					Sub-Total	\$0.00
Coordination of District and SCE						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	3	2				\$5,000.00
1	4	2				\$5,000.00
					Sub-Total	\$10,000.00
Coordination of District, Title I, Title III and S						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	4				\$6,700.00
					Sub-Total	\$6,700.00
Coordination of District, Title I, and SCE						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	5				\$3,500.00
1	1	10				\$0.00
					Sub-Total	\$3,500.00
Coordination of District and Federal Funds						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	8				\$60,000.00
1	5	3				\$6,306.10
4	1	2				\$189,683.00
4	1	5				\$75,000.00
					Sub-Total	\$330,989.10
					Grand Total	\$405,078.72