

Sunray Independent School District
Sunray Middle School
2015-2016 Campus Improvement Plan



Mission Statement

The mission of Sunray Middle School is to be a learning community that focuses on educational excellence for all learners in a safe, positive environment. All students will graduate from Sunray Middle School prepared to meet the academic standards of Sunray High School.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sunray Middle School is a small, rural district of 146 students. During the 2013-2014 school year, 47% of students were Hispanic and 51% were White, with the remaining being other ethnicities. 57.6% of students were economically disadvantaged.

Demographics Strengths

The diversity of students at Sunray Middle School provides the opportunity for cultural enrichment in the classroom setting.

Demographics Needs

There is a defined need for more bilingual and minority staff at Sunray Middle School to better provide service to our students and their parents.

Student Achievement

Student Achievement Summary

Sunray Middle School is a met standard campus for the 2012-13 school year. State Assessments results for 2012-2013 are listed below.

Year: 2012

Calculation Option: 2011 TAKS Base Indicators Met Strd (Based on TAKS performance only)

Grade(s): 05, 06, 07, 08

	Reading/ELA			Mathematics			Social Studies			Science			Writing		
Subpopulation	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%
All Students	165	139	84%	<u>165</u>	<u>134</u>	81%	45	31	69%	83	53	64%	<u>42</u>	<u>32</u>	78%
Hispanic	76	<u>61</u>	80%	<u>76</u>	<u>60</u>	79%	<u>14</u>	8	57%	34	16	47%	21	16	76%
White	84	73	87%	84	69	82%	29	22	76%	47	35	74%	<u>19</u>	<u>14</u>	74%
ECD	42	34	81%	42	29	69%	10	<u>6</u>	60%	14	8	57%	21	<u>15</u>	71%

Student Achievement Strengths

Raw assessment data from 2012-2013 shows that Reading and Mathematics are strengths for Sunray Middle School. 84% of students met standard on the state STAAR assessment in Reading, and 81% met standard in Mathematics. SMS exceeded the target for Indexes 1-3.

Student Achievement Needs

The 2012-2013 raw testing data shows that ESL students need additional assistance in the areas of science and social studies. In Science, 47% of LEP students met standard versus 64% of all students. On Social Studies STAAR 57% of LEP students versus 69% of all students met standard. Focus needs to be placed on economically disadvantaged students as

well. 69% of this subgroup met standard in mathematics on the STAAR assessment, which is lower than the 81% in the all student group.

Hispanic students performed slightly lower on ELAR and math STAAR assessments than their White counterparts. In ELAR, 81% of Hispanics met standard as compared to 87% of White students. 80% of Hispanic students met standard in math versus 84% of White students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sunray Middle School staff consists of 25 people. Of these 25, 16 are teachers (4 shared with another campus), 4 Para-professionals, 2 Support Personnel, 1 Counselor and 1 campus administrator. The average years of experience for the staff are 10.0 years. The gender make-up of the professional staff is 13 females and 6 male. There are 5 minorities on staff at Sunray Middle School.

Staff Quality, Recruitment, and Retention Strengths

Sunray Middle School staff is both experienced and dynamic. Our teachers have the experience necessary to successfully implement the TEKS Resource System's curriculum. Teachers, new(er) to the profession, have experienced teachers to mentor and assist them. The more experienced teachers are open to new ideas and able to adjust their teaching. Collaboration between faculty members is an asset for Sunray Middle School. Faculty members work together, listen to each other, and learn together to strengthen the overall program at Sunray Middle School. This collaboration assists with vertical and horizontal alignment of curriculum which strengthens the entire learning community at Sunray ISD. Staff members are provided with quality on-site professional development as well as being provided with off-campus opportunities.

Staff Quality, Recruitment, and Retention Needs

Sunray Middle School has a need for more bilingual educators. Due to the high percentage of Hispanic students in our school, having more Spanish proficient staff members would assist with communication between home and school. In addition, more bilingual staff members would bridge the gap between our Hispanic parents and community members and the school.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Sunray ISD has implemented the TEKS Resource System curriculum district wide as its scope and sequence. This implementation has aided in the vertical alignment of our coursework. In addition, the district is implementing TEKS Resources System's unit assessments for short term progress monitoring of students. Students are benchmarked in the late fall with NWEA and in the spring with the state STAAR assessment. Teachers will continue to be trained in the many applications of the DMAC tool for creation of assessments, and disaggregation of local and state assessment data. RtI is being formally implemented at this time. All district administrators are conducting walkthroughs on each campus to provide quality instructional feedback for staff.

Curriculum, Instruction, and Assessment Strengths

Staff are familiar with the TEKS Resource System curriculum. In addition, staff are implementing technology, including SMARTBoards, into instruction to bolster student engagement. All professional staff have iPads and are trained in their use as instructional tools. Common short term assessments and benchmarking assessments are in place for the 2013-2014 school year. The district is implementing the Fundamental 5 (Cain). All district administrators are conducting walkthroughs on each campus to ensure fidelity of implementation and provide quality instructional feedback.

Curriculum, Instruction, and Assessment Needs

Implementation of TEKS Resource System is in place. Teachers are receiving training in the use of DMAC and its applications, as well as training on RtI implementation. Training is ongoing for the instructional use of iPads.

Family and Community Involvement

Family and Community Involvement Summary

Sunray Middle School provides many opportunities for parents to be involved in our school. Our PTO organization at the elementary/middle school is very active. In addition, Sunray Middle School has opportunities for parents to volunteer and assist students during their daily school routines. We have two days set aside for parent-teacher conferences where the parents are strongly encouraged to meet with their child's teacher(s). Each special program (Dyslexia, GT, Title I, ESL, etc.) hosts parent information nights at least once a year. Staff also meets with ESL and special education parents frequently to ensure that we are meeting the needs of their children. Parents are encouraged to attend all ARD meetings. Parent feedback supports the continuation of the parent conference days in the Fall and in the Spring. We have also had positive feedback on the amount of documents we send home in both English and Spanish. Just as last year, the district website has access to the TxConnect grade portal, where parents can have 24 hour access to student grades, attendance, and teacher feedback. Feedback on this tool has been overwhelmingly positive. We have parent and community representatives on both, our Campus and District Educational Improvement Councils. Parents are encouraged to join the e-mail lists at each of the campuses as well as to view the district website at www.sunrayisd.net.

Family and Community Involvement Strengths

Sunray Middle School has several active booster clubs to assist the co-curricular programs. We have an active PTO at the elementary and middle school which involves parents, teachers, community members and administration. The schools send home information on how to become involved with the schools. The Wednesday folder provides parents with information on student progress as well as upcoming school events. Parents are also contacted by telephone, e-mail, and on the district website about opportunities to be involved and how to volunteer in the schools. The TxConnect portal provides parents with 24 hour access to student grades and attendance, and teacher comments. The district website is well maintained and contains accurate, up to date information.

Family and Community Involvement Needs

Sunray Middle School needs to increase parent involvement in the academic realm. Involvement by Hispanic and ESL parents is a high priority. Communication between the school and parents needs to be improved. This includes communication between booster clubs, parents and the schools, using more parent & community e-mails. Written communication to parents needs to be in both English and Spanish.

Technology

Technology Summary

Sunray Middle School places emphasis on technology integration and is proactive in learning with technology trends. We keep the website current, all campuses have Facebook pages and the parent portal provides parents with up to date information on individual student progress. SMARTBoard technology is incorporated into daily instruction and all professional staff have iPads. Improvements have been made to the wireless network to provide campus-wide connectivity.

Technology Strengths

Sunray Middle School has provided a SMARTboard in almost every classroom. Another strength is the Global Connect automated calling system which is used to notify teachers, parents and community members of information in a timely fashion. All classrooms have access to the internet. Finally, Sunray Middle School has a mobile computer lab which includes 40 mini-Ipads, in addition to 2 traditional computer labs. All teachers have iPads and are trained in their instructional use.

Technology Needs

Sunray Middle School will assist in updating the district technology plan, finish installing SMARTboard in remainder of teachers' classrooms, offer ongoing professional development on the integration of SMARTBoards and iPads into instruction, as well as following the campus based replacement plan for computers and other technologies such as calculators, projectors, SMARTboards, etc.

Community Involvement

Community Involvement Summary

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

Community Involvement Strengths

One of the strengths for Sunray Middle School 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 fund raisers, 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 positive is the programs in which the Sunray Middle School invites the community to participate. The Veterans' Day program is an example of one such program that Sunray ISD presents.

Community Involvement Needs

One of the biggest needs is improvement of communication between the school and the community members. The school district will add community members to the e-mail lists and automatic phone calling system when information is provided.

Programs

Programs Summary

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: After-School, 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. We will also maintain our use of an elementary/middle school counselor. The counselor has proven very beneficial in working with at-risk students and with student testing at the elementary and middle schools. 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 TAKS 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:** The Middle School 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 TAKS 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 will continue with after school tutorials all year and OEY in the summer. Funding however will be less than in previous years. These measures will also be used for our at-risk students and any student who has not been successful on state testing measures. We will also coordinate with SCE to expand the program to

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include the SSI grades of 5 and 8. These students must pass the state assessment in Reading and/or 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 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 Hotline. 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 middle school allowing federal funds to help all students in the school to be more successful. The 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. Through Performance Based Monitoring Analysis System, we have determined that over identification of Hispanic students in special education continues to be an area of focus for us. We will continue to 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. The leadership program offered to 7-12 graders is a strength for Sunray ISD.

Programs Needs

The 2012-2013 state testing shows that the ESL program improved over previous years, but still needs to be strengthened. Staff survey shows that the Advance Academic (GT) program needs to provide more opportunities for the GT students to explore their world. We are continuing the implementation of Steps to Respect and Second Step character education and bullying prevention programs.

Operations

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) 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), Grades 5 and 8, data
- SSI: Think Through Math assessment data (Grades 3-8)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent 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: By 2019-2020, all students will reach high standards, at a minimum meeting the final phase of level II or better on the STAAR assessments in reading/language arts, mathematics, science and social studies.

Performance Objective 1: All 5th and 8th grade students will attain at least 80% mastery on the 2016 STAAR Science assessment.

Summative Evaluation: The district average and subgroups will increase in science in the aggregate who are at or above proficiency level in science on the state's assessment. (Note: These subgroups are those for which the ESEA requires state reporting, as identified in 1111 (h)(1)(c)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All teachers will be trained in the Response to Intervention (RtI) model and will use intervention strategies to assist students prior to failing. Intervention periods are included during the day to facilitate the process		Principal, Teachers, NWTSSA Director, Special Programs Director	Walkthroughs, observations, and analysis of progress monitoring data during collaboration and RtI team meetings. State and local assessment data, drop out and failure rates will also be examined.				
System Safeguard Strategies 2) Teachers will analyze TAPR, benchmark data, STAAR and TEKS Resource System assessment data using DMAC to focus on specific objectives for individual student learning needs.		Principal, Teachers	Walkthroughs, observations, lesson plans, state and local assessment results.				
System Safeguard Strategies Critical Success Factors CSF 1 3) At least 40% of science instruction will be lab-based, with professional development provided as needed.		Principal, Teachers	Walkthroughs, observations, lab projects, performance evaluations.				
Critical Success Factors CSF 2 CSF 7 4) Teachers will fully implement TEKS Resource System's scope and sequence for their curriculum. TEKS Resource System Unit Assessments will also be implemented.		Principal, Teachers, District Administrators	Walkthroughs, observations, demonstrated growth on state and local assessments.				
5) Teachers will integrate technology, including SMARTBoards and iPads, into instruction as directed by District Technology Plan.		Principal, Teachers	Walkthroughs, observations.				
6) Tutorials offered during/after school to supplement instruction and address individual student needs.		Principal, Teachers	Demonstrated growth on state and local assessments, closing the achievement gap between subgroups.				
7) Use of Success Maker programs for acceleration and remediation of students.		Principal, Teachers	Demonstrated growth on program reports, state and local assessment data.				

8) Students identified as ESL, gifted and talented, special education, dyslexic, or 504 will receive targeted interventions and testing accommodations as necessary.		Principal, Teachers, Special Education Teacher, NWTSSA Director, Special Programs Director, ARD/504/LPAC Committees	Demonstrated growth on state and local assessments.				
9) 5th and 8th grade Science teachers will receive additional coaching throughout the school year to aid in the updating and enhancement of instructional strategies.		Principal, Special Programs Director	Demonstrated growth on state and local assessments.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2019-2020, all students will reach high standards, at a minimum meeting the final phase of level II or better on the STAAR assessments in reading/language arts, mathematics, science and social studies.

Performance Objective 2: 7th grade students will attain 80% mastery on the 2015 STAAR Writing assessment






Summative Evaluation: The district average and subgroups will increase in writing in the aggregate who are at or above the proficiency level in writing on the state's assessment. (Note: These subgroups are those for which the ESEA requires state reporting, as identified in 111 (h)(1)(c)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All teachers will be trained in the Response to Intervention (Rt) model and will use intervention strategies to assist students prior to failing. An intervention period will be included during the school day to facilitate the process.		Principal, Teachers, NWTSSA Director, Special Programs Director	Walkthroughs, observations, lesson plans, demonstrated growth on state and local assessments, analysis of drop out, graduation and failure rates				
System Safeguard Strategies 2) Teachers will analyze TAPR, benchmarks, STAAR and TEKS Resource assessment data using DMAC to focus on individual student learning needs.		Principal, Teachers, Counselors	RtI team and teaming meetings, demonstrated improvement on state and local assessments				
3) Students identified as gifted and talented, special education, dyslexic, LEP, or 504 will participate in the necessary identified programs to meet their needs. They will have appropriate accommodations and modifications as deemed necessary by the ARD/504/LPAC Committees.		Principal, Teachers, NWTSSA Director, Special Education Teachers, Special Programs Director, Counselors	Walkthroughs, observations, lesson plans, demonstrated success on state and local assessments				
4) Teachers will fully implement the TEKS Resource System scope and sequence as their curriculum. TRS Unit Assessments will be implemented.		Principal, Teachers	Walkthroughs, observations, demonstrated growth and state and local assessments				
5) Teachers will integrate technology, including SMARTBoards and iPads, into the curriculum according to the District Technology Plan.		Principal, Teachers	Walkthroughs, observations				
6) Tutorials will be offered during/after school to supplement instruction and meet the needs of all identified subgroups and individual students.		Principal, Teachers	Walkthroughs, lesson plans, observations, demonstrated success on state and local assessments.				
7) Students in grades 5-8 will use Success Maker to address the need of remediation and acceleration.		Principal, Teacher, Interventionist	Walkthroughs, lesson plans, observations, demonstrated success on state and local assessments, program reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2019-2020, all students will reach high standards, at a minimum meeting the final phase of level II or better on the STAAR assessments in reading/language arts, mathematics, science and social studies.

Performance Objective 3: 8th grade students will maintain 85% mastery on the 2015 STAAR Social Studies assessment.

Summative Evaluation: The district average and subgroups will increase in social studies in the aggregate who are at or above proficiency level in social studies on the state's assessment. (Note: These subgroups are those for which the ESEA requires state reporting, as identified in 1111 (h)(1)(c)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All teachers will be trained in the Response to Intervention (RtI) model and will use intervention strategies to assist students prior to failing. An intervention period is included in the day to facilitate the process.		Principal, Teachers, Interventionist, NWTSSA Director, Special Programs Director	Walkthroughs, lesson plans, observations, demonstrated growth on state and local assessments				
2) Teachers will analyze TAPR, TEKS Resource System, and STAAR assessment data using DMAC to focus instruction on individual student needs.		Principal, Teachers	Walkthroughs, observations, and demonstrated growth on state and local assessments				
3) Students identified as gifted and talented, special education, dyslexic, LEP or 504 will receive appropriate accommodations and modifications as determined by ARD/504/LPAC Committess.		Principal, Teachers, Special Programs Director, Special Education Teacher, NWTSSA Director, Counselor	Walkthroughs, observations, lesson plans, and demonstrated growth on state and local assessments.				
4) Teachers will implement TEKS Resource System scope and sequence as their curriculum. TRS Unit Assessments will be implemented.		Principal, Teachers	Walkthroughs, observations, and demonstrated growth on state and local assessments				
5) Teachers will integrate technology, including SMARTBoards and iPads, as indicated by the District Technology Plan.		Principal, Teachers	Walkthroughs, observations, lesson plans and demonstrated growth on state and local assessments.				
6) Tutorials will be offered during/after school as needed for supplemental instruction to address individual needs as well as needs of identified subgroups.		Principal, Teachers	Walkthroughs, observations, lesson plans and demonstrated growth on state and local assessments				
7) Students in grades 5-8 will use Success Maker to address individual needs of remediation and acceleration.		Principal, Teachers, Interventionist	Walkthroughs, observations, lesson plans, and demonstrated growth on state and local assessments.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2019-2020, all students will reach high standards, at a minimum meeting the final phase of level II or better on the STAAR assessments in reading/language arts, mathematics, science and social studies.

Performance Objective 4: All students will attain 90% mastery level on the 2015 STAAR Reading assessment.

Summative Evaluation: The district average and subgroups will increase in reading in the aggregate who are at or above the proficiency level in reading on the state's assessment. (Note: These subgroups are those for which the ESEA requires state reporting, as identified in 1111 (h)(1)(c)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All teachers will be trained in the Response to Intervention (RtI) model and will use intervention strategies to assist students prior to failing. An intervention period will be included in the school day to facilitate the process.	2, 4	Principal, Teachers	Walkthroughs, observations, lesson plans, and demonstrated growth on state and local assessments.				
System Safeguard Strategies Critical Success Factors CSF 2 2) Teachers will analyze TAPR, Star 360 benchmark, STAAR and TEKS Resource System assessment data using DMAC to provide for the instruction needs of individual students and subgroups.		Principal, Teachers, District Administrators	RtI team meetings, teaming meetings, walkthroughs, observations, and demonstrated growth on state and local assessments.				
3) Students identified as gifted and talented, dyslexic, special education, 504 or LEP will receive accommodations and modifications as necessary and determined by the appropriate committees.		Principal, Teachers, Counselor, NWTSSA Director, Special Programs Director, Special Education Teacher	Committee meetings, walkthroughs, lesson plans, observations, and demonstrated growth on state and local assessments.				
System Safeguard Strategies 4) Teachers will implement TEKS Resource System scope and sequence as the primary tool for curriculum. TEKS Resource System Unit Assessments will be implemented.		Principal, Teachers, District Administrators	Walkthroughs, observations, and demonstrated growth on state and local assessments.				
5) Teachers will integrate technology, including SMARTBoards and iPads, into the curriculum as specified in the District Technology Plan.		Principal, Teachers, District Administrators	Walkthroughs, observations, lesson plans				
6) Tutorials will be offered during/after school to meet the supplemental instructional needs of individual students and subgroups as deemed necessary.		Principal, Teachers, Interventionist	Walkthroughs, observations, and demonstrated growth on state and local assessments.				
7) Students in grades 5-8 will use Success Maker, and Istation programs to address their needs for remediation and acceleration.		Principal, Teachers, Interventionist	Walkthroughs, observations, and demonstrated growth on state and local assessments.				



= Accomplished



= Considerable



= Some Progress



= No Progress








= Discontinue

Goal 1: By 2019-2020, all students will reach high standards, at a minimum meeting the final phase of level II or better on the STAAR assessments in reading/language arts, mathematics, science and social studies.

Performance Objective 5: Students will attain 85% mastery on the 2016 STAAR Mathematics assessment.






Summative Evaluation: The district average and subgroups will increase in the aggregate who are at or above the proficiency level in mathematics on the state's assessment. (Note: These subgroups are those for which the ESEA requires state reporting, as identified in 1111 (h)(1)(c)(i) and include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All teachers will be trained in the Response to Intervention (RtI) model and will use intervention strategies to assist students prior to failing. An intervention period will be included during the school day to facilitate this process.		Principal, Teachers	Walkthroughs, observations, RtI team meetings, and demonstrated growth on state and local assessments.				
2) Teachers will analyze TAPR, Star 360 benchmark, TEKS Resource System and STAAR state assessment data using DMAC to address student instructional needs.		Principal, Teacher	RtI meetings, teaming, and demonstrated growth on state and local assessments.				
3) Students identified as special education, gifted and talented, dyslexic, 504, or LEP will receive accommodations and modifications as deemed necessary by the appropriate committees.		Principal, Teachers, Special Education Teacher, Special Programs Director, NWTSSA Director	Committee meeting minutes, IEPs, walkthroughs, lesson plans, observations, and demonstrated growth on state and local assessments.				
4) Teachers will implement TEKS Resource System scope and sequence for their curriculum. TRS Unit Assessments will be implemented.		Principal, Teachers	Walkthroughs, lesson plans, observations, and demonstrated growth on state and local assessments.				
5) Teachers will integrate technology, including SMARTBoards and iPads, as directed by the District Technology Plan.		Principal, Teachers, District Administrators	Walkthroughs, observations				
6) Tutorials will be offered during/after school as needed to supplement instruction to address individual student and subgroup needs.		Principal, Teachers	Walkthroughs, observations, lesson plans, and demonstrated growth on state and local assessments.				
System Safeguard Strategies 7) Students in grades 5-8 will use Think Through Math and Istation to address remediation and acceleration needs.		Principal, Teachers, Interventionist	Walkthroughs, observations, lesson plans, program reports, and demonstrated growth on state and local assessments.				
System Safeguard Strategies 8) Students in grades 5-8 will use Motivation Math to address their need of remediation and acceleration.		Principal, Teacher	Walkthroughs, observations, and demonstrated growth on state and local assessments.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: By 2019-2020, all students will reach high standards, at a minimum meeting the final phase of level II or better on the STAAR assessments in reading/language arts, mathematics, science and social studies.

Performance Objective 6: All students will make adequate yearly progress (AYP).

Summative Evaluation: 100% of students will meet AYP standards.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students who are below level in growth or achievement will receive additional support through supplemental staff positions including computer labs, instructional assistants, learning labs, classroom aides and interventionists.		Principal	Demonstrated growth on state and local assessments.				
2) The Campus Education Improvement Council will review the effectiveness of all special programs (ESL, gifted and talented, etc.) to ensure the instructional options offered by the district are meeting student needs.		Principal, CEIC, Special Programs Director	Increased performance and growth by students in special programs on state and local assessment. Reduced dropout and failure rates among all students and subgroups.				
3) Tutorial and OEY programs will be used during the year and summer to assist students who are failing or at risk of failing core content classes.		Principal, Teachers	Reduction in failure rates and drop out rates, and demonstrated growth on state and local assessments.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: All Limited English Proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum meeting the final phase of level II or better on the STAAR assessments in reading/language arts, mathematics, science and social studies.

Performance Objective 1: LEP students will meet or exceed PBMAS standards of 70% meeting standard on the STAAR Mathematics assessment.

Summative Evaluation: 65% of the LEP students will be at or above the proficient level in mathematics on the state's assessment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All core teachers are encouraged to attain their ESL endorsement to be better qualified to serve our ESL students in their classrooms with Sunray ISD Incentive plan for certification.	3, 4, 10	Principals, Teachers	ExCET or TExES results submitted to Principal and Superintendent				
2) 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.	9	Principals	Decrease in the number of failures, drop-outs and non-completion, student performance on state and local assessments will increase				
3) ESL Classes will be included in the Master schedule to offer ESL and LEP students assistance in advancing at least one level of proficiency in English.	9, 10	ESL teacher, Principal, Special Programs Director	A reduction of disparity in performance on state and local assessments between ESL students and others. Decrease in failure rate. Demonstrated growth on state and local assessments.				
4) ESL teachers will coordinate with Mathematics teachers to present lessons to assist ESL students' understanding of and reinforcement of Math concepts taught in class. SIOP and academic vocabulary strategies will be used to facilitate understanding by students.		ESL Teacher, Math Teachers, Principal, Special Programs Director	A reduction of disparity in performance on state and local assessments between ESL students and others, decreased failure rates, and demonstrated growth on state and local assessments.				
5) Students identified as Special Education, Dyslexic, 504 or LEP will take the appropriate state assessments and/or benchmarks with necessary accommodations and modifications as determined by the appropriate committee.	9, 10	ESL teacher, LPAC committee, Special Programs Director	A reduction of disparity in performance on state and local assessments between ESL students and others, decreased failure rates, and demonstrated growth on state and local assessments.				
6) Sunray ISD will provide effective training for all classroom teachers and mentors concerning innovative technique and strategies addressing the LEP students' needs.	4, 9	Principal, Special Programs Director, ESL teachers	Lesson plans will document the use of appropriate strategies used to meet the needs of the LEP students.				
7) Teachers will implement academic vocabulary strategies in all mathematics classes to increase the academic language for LEP students.	9	Math teachers	LEP Student performance on state and local assessments including TELPAS will improve.				
8) Teachers will implement English Language Proficiency Standards (ELPS) into their daily instruction to increase LEP students' English acquisition.	9	Classroom teachers	Lesson plans will document the ELPS, student performance on state and local assessments including TELPAS will improve.				
9) Teachers will use a variety of computer assisted programs (i.e. IStationi, SuccessMaker etc.) for interventions with LEP students to improve their understanding of math concepts.	9	Classroom teachers, Principal, Special Program Director	Student performance on state and local assessments will improve.				






10) Tutorials during/after school and extended day opportunitites will be offered to LEP students struggling with Mathematics to increase their understanding of math concepts.	9	Classroom teachers, Principals	Student performance on state and local assessments will increase, student failure rates will decrease.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: All Limited English Proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum meeting the final phase of level II or better on the STAAR assessments in reading/language arts, mathematics, science and social studies.

Performance Objective 2: LEP students will meet or exceed the PBMAS standards of 70% meeting standard on the STAAR Reading assessment.

Summative Evaluation: 70% of the LEP students will be at or above the proficient level in reading/language arts on the state's assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All core teachers are encouraged to attain their ESL endorsement to be better qualified to serve the needs of our ESL students in their classes with an incentive plan for certification.		Principals	ExCETS or TExES results submitted to Principal and Superintendent				
2) 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.		Principal, Teachers, NWTSSA Director, Special Programs Director	LEP student performance on state and local assessments will improve and the number of LEP student who fail or drop out will decrease.				
3) An intervention period is included in the school day to provide acceleration of instruction for weak areas in Language Arts/ Writing.		Principal	Lesson plans will document the interventions used with individual students, student performance on state and local assessments will improve.				
4) ESL Classes will be included in the Master schedule to offer ESL and LEP students' assistance in advancing at least one level of proficiency in English.		ESL teacher, Principal, Special Programs Director	A reduction of disparity in performance on state and local assessments between ESL students and others. Decrease in failure rate. Increase student performance on state and local assessments.				
5) ESL teachers will coordinate with ELAR core teachers to present lessons to assist ESL students' understanding of and reinforcement of ELA concepts taught in class with the use of SIOP and academic vocabulary strategies.		ESL Teacher, ELAR Teachers, Principal, Special Programs Director	A reduction of disparity in performance on state and local assessments between ESL students and others, decreased failure rates, and demonstrated growth on state and local assessments.				
6) Students identified as Special Education, Dyslexic, 504 or LEP will take the appropriate state assessments and/or benchmarks with the appropriate accommodations and modifications as determined by the appropriate committee.		ESL teacher, LPAC committee, Special Programs Director	A reduction of disparity in performance on state and local assessments between ESL students and others, decreased in failure rates, and demonstrated improvement on state and local assessments.				
7) Sunray ISD will provide effective training for all classroom teachers and mentors concerning innovative technique and strategies addressing the LEP students' needs including SIOP and academic vocabulary strategies in language arts.		Principal, Special Programs Director, ESL teachers	Staff development sign-in sheets, walkthroughs and formal observations, and lesson plans will document the use of appropriate strategies used to meet the needs of the LEP students.				
8) Teachers will implement academic vocabulary strategies into all ELAR classes.		ELAR Teachers, ESL teacher, Principal	Walkthroughs and formal observations, lesson plans, and word walls will demonstrate implementation. Demonstrated student growth on local and state assessments will demonstrate success.				






9) Teachers will implement English Language Proficiency Standards (ELPS) into their daily instruction to increase LEP students' English acquisition.		Classroom teachers, Principals	Lesson plans will document the ELPS, student performance on state and local assessments including TELPAS will improve				
System Safeguard Strategies Critical Success Factors CSF 1 10) Teachers will use a variety of computer assisted programs (i.e. Think Through Math, SuccessMaker, Istation, etc.) for interventions with LEP students to improve their understanding of ELAR concepts.		Classroom teachers, Principal, Special Programs Director	Walkthroughs and formal observations, and lesson plans will document the use of interventions with individual students. Demonstrated student growth on state and local assessments will indicate effectiveness of strategy.				
11) Tutorials will be offered during the school day, before and after school as needed for supplemental instruction to address differences in English scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.		Classroom Teachers, Principals	Student performance on state and local assessments will improve.				
12) Teachers will incorporate interactive white board technologies into their daily lessons to increase student engagement and raise student achievement.		Teachers, Principal	Lesson plans, walkthroughs, increase in student engagement and achievement.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: All Limited English Proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum meeting the final phase of level II or better on the STAAR assessments in reading/language arts, mathematics, science and social studies.

Performance Objective 3: LEP students will improve at least one level in English proficiency as measured by the STAAR assessment.

Summative Evaluation: At least 60% of the LEP students, determined by cohort will advance at least one level in English proficiency by the end of the school year.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All core teachers are encouraged to attain their ESL endorsement to be better qualified to serve the needs of our ESL students in their classes with an incentive plan for certification	4, 9	Principals, Special Programs Director	ExCETS or TExES results submitted to Principal and Superintendent				
2) 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.	4, 9	Principal, Teachers, NWTSSA Director, Special Programs Director	LEP student performance on state and local assessments will improve and the number of LEP student who fail or drop out will decrease.				
3) An intervention period is included in the school day to provide acceleration of instruction for weak areas in core classes.	9	Principal	Lesson plans will document the interventions used with individual students, student performance on state and local assessments will improve.				
4) ESL Classes will be included in the Master schedule to offer ESL and LEP students' assistance in advancing at least one level of proficiency in English.	9	ESL teacher, Principal, Special Programs Director	Decrease in failure rate. Increase student performance on state and local assessments.				
5) ESL teachers will coordinate with core teachers to present lessons to assist ESL students' understanding of and reinforcement of core concepts taught in class.	9, 10	ESL Teacher, Core Teachers, Principal, Special Programs Director,	A reduction of disparity in performance on state and local assessments between ESL students and others. Decrease in failure rate. Increase student performance on state and local assessments				
6) Students identified as Special Education, Dyslexic, 504 or LEP will take the appropriate state assessments and/or benchmarks as determined by the appropriate committee.		ESL teacher, LPAC committee, Special Programs Director	Student performance on state and local assessments will increase.				
7) Sunray ISD will provide effective training for all classroom teachers and mentors concerning innovative technique and strategies addressing the LEP students' needs.	4	Principal, Special Programs Director, ESL teachers	Staff development sign-in sheets, Lesson plans will document the use of appropriate strategies used to meet the needs of the LEP students				
8) Teachers will implement English Language Proficiency Standards (ELPS) into their daily instruction to increase LEP students' English acquisition.	4	Classroom teachers, Principals	Lesson plans will document the ELPS, student performance on state and local assessments including TELPAS will improve				

Critical Success Factors CSF 1 9) Teachers will use a variety of computer assisted programs (i.e. Success Maker, IStation, etc.) for interventions with LEP students to improve their English language acquisition.	9	Classroom teachers, Principal, Special Programs Director	Student performance on state and local assessments will improve.				
10) Teachers will incorporate interactive white board technologies into their daily lessons.		Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
Critical Success Factors CSF 1 11) Students in grades 5-8 will use IStation, SuccessMaker, and Istation to address their need of assistance and acceleration in the area of Writing, ELA, and Reading.	9	Teachers, Principal	Regular progress monitoring data will show a decrease in the achievement gap between LEP students and non-LEP counterparts.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: All students will graduate from high school.

Performance Objective 1: 95% or greater will graduate from high school with a recommended high school diploma.






Summative Evaluation: The number of students who graduate from Sunray High School with a regular diploma will be at least 95% of the senior student co-hort - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency status, and status as economically disadvantaged; calculated in the same manner as used in the National Center for Educational Statistics reports on Common Core Data. .

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 504 Committee will develop accommodations to be used in the classroom and during testing for students who may have temporary or permanent disabilities.	9	504 Committee, Principal, Special Programs Director	504 students accommodation forms, teacher documentation of use of accommodations				
2) ARD committees will effectively address post-secondary plan for all special education students 14 years old and above.	9	NWTSSA Director, Transistion teacher	Parent, Student survey, and state indicator (#14)				
3) Counselor will assist students in building a Personal Plan (PGP) and with correctly filling out applications for grants		Counselor	PGP				
4) Daily attendance will be monitored through parent contact according to district procedures. Information will be available to parents at all times via the parent portal.		Secretary, Principal	Parent portal, attendance records, Saturday School assignment				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: All students will graduate from high school.

Performance Objective 2: Less than 1% of students will drop out of school.

Summative Evaluation: Sunray ISD will maintain less than 1% drop out rate, as disaggregated by race, ethnicity, gender, disabilities status, migrant status, English proficiency, and status as economically disadvantaged; calculated in the same manner as used in the National Center for Educational Statistics reports on the Common Core Data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 504 Committee will develop accommodations for students who may have temporary or permanent disabilities to be used in the classroom and when taking tests.	9	504 Committee, Special Programs Director	Accommodation sheets				
2) Campus Assistance Team will review student's needs and match campus and/or district programs that will assist in their achievement. Programs that are available district or school wide: tutoring, interventions, Saturday School, Learning Labs, Title I, and State Compensory Education programs.		Campus Assistance Team, Special Programs Director, NWTSSA Director	The NWTSSA Director will report to the Principal and Superintendent each semester the number of student referrals to special services as compared to the two prior years.				
3) All students will have the opportunity to learn about career fields.		Principals, Counselor	Counselors will include career education in the district guidance plan, including career fairs and guest speakers.				
4) Homebound services will be provided to all students that have a documented reason for services.		Campus Assistance Team, NTWSSA Director, Special Programs Director	NWTSSA Director will report to the Principal and Superintendent the number of "home bound" students served by regular ed and special ed.				
5) Pregnancy related services will be provided as needed.		Counselor	Student success rates				
6) Students "At-Risk" of dropping out will be identified and intervention strategies will be developed for each as needed.		Counselor, Principal, Campus Assistance Team	Plans will be developed				
7) Students considering dropping out will attend a mandatory intervention conference with the principal and a counselor.	2	Principal, Counselor	TAPR Completion rate, conference form				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Parents and other members of the community will be partners in the improvement of the school.

Performance Objective 1: Feedback and input from parents and community members will increase by 10% as indicated by sign-in sheets and parent/community surveys.

Summative Evaluation: Principal will report the number of parents and community members who attend events and return surveys to the school's Superintendent.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Each semester, teachers will have a parent conference with parents.	6	Teachers, Principal, Superintendent	Parent sign-in sheets, notes from conferences, End of the Year, Parent Surveys				
2) A Spanish version of the student handbook will be provided to parents who need it.	6	Principals, Superintendent	End of year Parent Surveys				
3) Continue the practice of parent notification of poor academic performance at the end of three weeks and continuously via the parent portal.	6	Teachers	Copies of signed failing progress reports, copies of Campus Assistance Team letters and forms, End of the Year Parent Surveys, parent portal				
4) Campus will host a "Back to School Open House" within the first two weeks of school starting.	6	Principal, Teachers, Superintendent	Parent Sign-in sheets				
5) Sunray Middle School will co-host a Veterans' Day program and luncheon for the community's veterans.		Principal, Veteran's Day Committee	Sign-in sheets, end of year Parent, Teacher, Community surveys				
6) The CEIC will include parent, business and community representatives as well as teachers, administration, and a non-teaching school professional.	6	Principal	Minutes of monthly meetings will document attendance and participation.				
7) The Dyslexia program will update the district's plan and handbook and communicate to the parents and community the district plan/handbook.	6	Special Programs Director, Dyslexia Committee	Parent Sign-in sheets and End of year Parent Surveys				
8) The Advance Academic Services Program will update the district plan and handbook and will communicate to the parents the updated information.	9	Special Programs Director, GT Committee	Parent Sign-in sheets and end of year parent survey				
9) ESL will host a parent information night in the fall and will meet regularly throughout the year.		Special Programs Director, ESL Staff	Parent sign-in sheets, end of year parent surveys.				
10) The SISD Volunteer Program will continue.	6	District and Campus Volunteer Coordinator	Parent/Teacher survey of effectiveness of Volunteer program.				
11) Parents will be invited to awards and honor roll assemblies each 6 weeks.	6	Principal	Feedback from parent surveys and sign-in sheets.				
12) Parents and community members will be able to view campus events by following the campus' Facebook page.		Principal and Campus Secretary	Responses to Facebook posts from parents and community members				



= Accomplished



= Considerable



= Some Progress



= No Progress








= Discontinue

Goal 5: All students will be taught by highly qualified teachers.

Performance Objective 1: 100% of the classes will be taught by "highly qualified" teachers (as defined in 9101(23) of the ESEA), in aggregate and in "high poverty" schools (as defined in 1111(h)(1)(C)(viii) of the ESEA).






Summative Evaluation: Classroom teachers will have their "highly qualified" documentation on file in the Superintendent's office.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Principal will attend and participate in job fairs to recruit highly qualified personnel.	5	Principal	Registration for job fairs, calendar dates set				
2) Recruitment of new and/or additional personnel that meets highly qualified standards will be conducted throughout the year.	5	Superintendent	Registration for job fairs, calendar dates set				
3) Sunray ISD will provide an incentive plan for teaching staff members to become ESL certified.	5	Superintendent	ExCETS or TExES results submitted to Principal and Superintendent, copy of Certification				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All students will be taught by highly qualified teachers.

Performance Objective 2: 100% of the Para-professionals (excluding those whose sole duties are translators and parental involvement assistants) will be "highly qualified" (as defined in 11199(c)(d)).

Summative Evaluation: Para-professionals will have their documentation for highly qualified on file in the Superintendent's office.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Instructional Para-professionals will be evaluated by principal in order to establish highly qualified status.		Principal, Superintendent	Paraprofessional evaluations				
2) Provide ongoing staff development to address the needs of all students on campus.	4	Administration	Verification of teacher records and necessary requirements.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All students will be taught by highly qualified teachers.

Performance Objective 3: 100% of teachers will receive high quality professional development (as defined in 9101(34)).

Summative Evaluation: Teachers will reflect the professional development in their daily teaching.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Administrative Staff will attend and participate in job fairs to recruit highly qualified personnel.	5	Administrators	Registration for job fairs, calendar dates set				
2) Recruitment of new and/or additional personnel that meets highly qualified standards will be conducted throughout the year.	5	Superintendent, Principal	Registration for job fairs, calendar dates set				
3) The district will provide an incentive plan for teaching staff to become ESL certified.	4, 10	Superintendent	ExCETS or TExES results submitted to Principal and Superintendent.				
4) Teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing	4	Teachers, Principal, NWTSSA Director and Special Programs Director	Sign-in sheets and agendas				
5) Teachers will participate in district and campus staff development / training sessions.	4	Principals	Sign-in sheets and agenda				
6) ESL teachers will receive training in the different software programs used to assist LEP students with English acquisition and acceleration of core curriculum.	4	ESL staff, Special Programs Director	Sign-in sheets, training certificates				
7) Teachers new to Sunray ISD will attend new teacher orientation and receive trainings from ESC 16.	4	Principal	Sign-in sheets, agenda, training certificates				
8) Professional growth plans will be developed for teachers in need of assistance.	3	Principals	Plans on file, Training certificates and/or sign-in sheets				
9) Campus Assistance team members will be trained. Training will include making appropriate referrals, as they are impacted by environment, culture, and economic disadvantaged.	4, 5	NWTSSA Director, Special Programs Director	Sign-in sheets, agenda, evaluation completed by staff members and the reduction in number of initial referrals to special education.				
System Safeguard Strategies 10) Provide effective training to teachers concerning innovative techniques and strategies focusing on specific TAKS objectives.	4	Principals	2008-09 PDAS reports - element 5, TAPR reports, Curriculum Based Assessments, DMAC reports				
11) Provide Special Education staff development and training for all instructionals staff, addressing the areas of: referral process, transition, AYP, confidentiality, disabilities, ARD etiquette, and interventions.	4	NWTSSA Director	Sign-in sheets, agenda, staff development evaluations completed by staff members				

12) Provide staff development training based on campus needs	4	Principals	Sign-in sheets and agendas				
13) Staff development will be provided to assist teachers and administrators in working with LEP students.	4	Special Programs Director, Principals, Superintendent	Sign-in sheets, training certificates				
14) Teachers will be trained to use DMAC for disaggregation of testing data in order to respond to individual students' needs.	4, 8	Principals, Superintendent	Sign-in sheets, DMAC records of teacher use				
15) Teachers will be trained and will implement the English Language Proficiency Standards (ELPS) into their daily lesson plans and instruction to increase LEP student's English acquisition and core content knowledge.	9	Classroom teachers, Principals	Lesson plans will document the ELPS, student performance on state and local assessments including TELPAS will increase.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Performance Objective 1: Sunray Middle School will maintain or exceed the state attendance rate of 96%.

Summative Evaluation: Attendance rate as measure by the Academic Excellence Indicator System will be at or above 96%

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Parental contact will be made for all students with excessive tardies or absences.	1	Principal Secretary	Letters, e-mails, and/or call logs showing contacts with parents. Decrease in absenteeism				
2) After school detention (ASD) will be used to provide opportunity to meet 90% attendance requirement and/or as a deterrent for excessive tardies.	1	Principal Secretary	Six weeks attendance report, Saturday School rosters				
3) Campus Assistance Team and Principal will monitor attendance to ensure 90% attendance.	1	Principal, Campus Assistance Team	Student assistance team documentation, six weeks attendance reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Performance Objective 2: No school in Sunray ISD will be labeled as a dangerous school as defined by the State of Texas.

Summative Evaluation: All schools will be labeled safe, drug-free, and conducive to learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) After school detention or an ISS room for students experiencing less serious disciplinary behaviors will be used.	2	Principal	Progress reports, disciplinary slips will show improved achievement and fewer infractions of students who were placed in ISS after returning to the regular classroom.				
2) Sunray Middle School will continue to implement an anti-bullying plan including activities to deter bullying, consequences for bullying and reporting bullying on and off campus.	2	Principal	Number of bullying incidents will decrease				
3) All staff members will be trained in recognizing bullying.	4	Superintendent	Sign-in sheets				
4) All students and staff members will be instructed on bus safety and evacuations procedures.	2	Principal, Transportation Director	State report for bus evacuation drills.				
5) Conduct individual counseling sessions for students in need of assistance.	2	Counselor	Counselor's report of students served.				
6) Continue "Stay Alert School Safety Program Hotline" to report anonymously and as a deterrent to criminal behavior on and off campus.	2	Superintendent, Edwards Risk Management Company	Results of logged calls				
7) Continue to use a trained drug detection dog at school.	1, 2	Principal, Interquest Canine Detection Company	Records of drug dog visits and reports of findings				
8) Crisis Management Plan will be reviewed and revised based on the Crisis Plan Audit.	2	Principal and Superintendent	Current crisis plan will be disseminated to staff, crisis management drills. Changes to plan based on audit will be added.				
9) In October, SMS will participate in Red Ribbon Week.	2	Principal, Counselors	Agenda of Red Ribbon Week's activities				
10) Safety procedures will be reviewed and staff will be trained.	2	Superintendent, Principal	Record of safety trainings, accident reports with worker's compensation				
11) Implementation of the CopSync program installed on PC's of all employees on all campuses of the school district. CopSync is a system that links the school district's computers together with law enforcement's into a single network. There is instant notification to all if an emergency situation occurs.	2	Superintendent, Principal, and local law enforcement officers	Safety drills and testing records to ensure system is operating.				



= Accomplished



= Considerable



= Some Progress



= No Progress








= Discontinue

Goal 6: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Performance Objective 3: Sunray ISD will decrease the number of incidences of bullying in Sunray by continuing to implement Steps to Respect and Second Step programs.






Summative Evaluation: The Principal will report to the Superintendent the number of bullying incidents.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) SMS will take reports of bullying as a serious offense and will investigate these reports to the fullest.		Principal	Number of reported offenses, investigation documentation				
2) All staff members will participate in staff development concerning bullying during the 2015-2016 school year. The training will focus on the new bullying policies and provide ways to monitor and deal with bullies.	2	Superintendent, principal	Sign-in sheets from training, documents from the presenter and use of materials in the classroom as documented by walkthroughs and formal observations.				
3) "Steps to Respect" and "Second Steps" anti-bullying and character education curricula will continue at the Middle School.	2	Principal, teachers	Lessons presented, decrease in the number of bullying incidents.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Performance Objective 4: Students will be disciplined according to the District Code of Conduct and the District Progressive Discipline Guidelines.






Summative Evaluation: The number of incidents will decrease based on the numbers on the 425 Report

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) A comprehensive discipline report will be developed based on the 425 records and shared with the board of trustees and improvement council. This will be used to identify areas of strength and those needing improvement.	2	Principals	Report as an agenda item at June's board meeting. Areas of strength and need determined by the CEIC.				
2) Administration will develop a system of procedures and protocols for rules and guidelines for ISS and ASD.	2	Principal, Superintendent	Documents developed to govern ISS and After School Detention.				
3) All staff members will take responsibility for enforcing rules and policies at each campus.	2	Principal, Staff Members	Office referrals, Observed behaviors of students				
4) Assign all staff members new to the campus a mentor to help them with classroom/discipline management. Mentor and new staff will meet on an as needed basis.		Principals, Mentors	Principal Mentor List, Discussions with mentors and new staff members, Walkthroughs				
5) The discipline program will be reviewed annually by the improvement councils and adjusted as needed based on determined needs of the campus or district as outlined in the progressive discipline guide and student code of conduct.	1	Principals, CEIC	CEIC meeting agendas, changes documented based on campus needs				
6) Training of all staff and subs who work ISS and ASD to make sure they strictly follow the protocols and procedures developed by the administration.		Principals	Number of people trained. Consistent and uniform rules and procedures being observed in ISS and After School Detention. Decrease in the number of students required to attend ISS, ASD and/or Saturday School				
7) All campus staff and substitutes will be trained semi-annually on changes to the Code of Conduct, Progressive Discipline Guidelines, and other policies and procedures	1, 2	Principal	Reduction in instances of Code of Conduct violations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Performance Objective 5: Sunray Middle School will provide a dating violence awareness program to decrease the number of dating violence incidents.






Summative Evaluation: The number of reported dating violence occurrences will decrease.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Educate the middle school students and parents on the definition of dating violence.	2	Counselor	Sign-in sheets, agendas				
2) Educate middle school students and parents of safety planning, enforcement of protective orders and school-based alternatives to protective orders.	2	Counselor	Sign-in sheets and agendas				
3) Make available counseling at school for students affected by dating violence and provide referrals resources for outside counseling.	2, 4	Counselor	Referral process is in place and updated on regular basis.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Performance Objective 6: All staff, substitutes and parents will be educated on classroom procedures, Code of Conduct and Progressive Discipline Guidelines on an annual basis. Changes will be reviewed on a semi-annual basis, as needed.






Summative Evaluation: A decrease in the number of Code of Conduct violations will result, as well as positive feedback from parent, teacher and substitute surveys.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Annual and semi-annual parent, staff and substitute meetings will provide the forum for training.		Principal	Reduction in code of conduct violations as well as positive feedback from parent, teacher, and substitute surveys.				
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>							

Goal 7: Migrant students will meet AYP and state standards.

Performance Objective 1: Increase to 100% the number of migrant middle school students who have the necessary homework assistance and homework tools at home essential for high levels of learning and academic success.






Summative Evaluation: Program surveys will reflect that students received the necessary homework assistance and tools to assist the student's learning and academic success.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Provide coordination of resources by contacting each student or family to establish the extent of student needs for homework assistance and tools; collaborating with existing programs and organizations to coordinate students access to resources; and providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.	1, 2	Principal, Counselor, ESL teacher, Special Programs Director	Number of students receiving homework assistance and tools; performance on state assessments; class grades				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: Migrant students will meet AYP and state standards.

Performance Objective 2: Increase to 100% the number of migrant middle school students who receive timely attention and appropriate interventions related to problems or concerns that are academically and non-academically related.






Summative Evaluation: Program surveys will reflect that the timely attention and appropriate interventions were provided for academic and non-academic concerns.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 7 1) Provide presentation /information to school staff to increase their awareness of migrant middle school students need for timely attention and appropriate interventions (according to local procedures) for academic and non-academic problems or concerns.	2	Special Programs Director, Principal	Number of referrals and interventions provided to migrant students by non-MEP staff, student performance on state and local assessments				
Critical Success Factors CSF 1 2) Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and proper interventiosn for their middle school students.	1	Special Programs Director and Principal	Interventions provided to migrant students; local PAC survey				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: Migrant students will meet AYP and state standards.

Performance Objective 3: Increase to 100% the number of migrant middle school students who use effective learning and study skills.






Summative Evaluation: Program surveys will reflect an increase in the number of migrant middle school students who demonstrated effective learning and study skills.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and to follow up, monitor, and document progress.	1	Counselor, Principal	Number of migrant students referred to mentoring programs or support organizations; student performance on state and local assessments will improve, student grades will improve.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: Migrant students will meet AYP and state standards.

Performance Objective 4: Increase to 80% the number of migrant students who are served in summer migrant programs after migrating outside of Texas during summer months through the efforts of interstate coordination.






Summative Evaluation: The number of migrant students who migrate during the summer will be served by the efforts of interstate coordination.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Assist in coordination of Texas Migrant Students who may be served with out-of-state summer migrant programs by accessing state-provided information regarding summer programs in receiving states and sharing with students and parents; alerting receiving state summer migrant program staff of potential arrival of Texas students; and working with Texas Migrant Interstate Program (TMIP) as needed.		Principal, Counselor, Special Programs Director	Number of students served through out-of-state summer migrant programs will increase				
2) Designate and enter into NGS a district contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.		Special Programs Director, NGS contact at Region 16	Survey completed by receiving states personnel (regarding access to Texas District summer contact person and needed information)				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: Migrant students will meet AYP and state standards.

Performance Objective 5: Increase to 80% the number of migrant students who participate in a summer STAAR remediation program after failing STAAR.

Summative Evaluation: The number of migrant students who participate in a summer TAKS remediation program will increase.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed STAAR in any content area are accessing local, intrastate, and interstate opportunities available for summer STAAR remediation.		Principal, Special Programs Director	Number of migrant students enrolled in a summer STAAR remediation program; student performance on state assessments will improve on the next TAKS test				
2) Provide STAAR remediation during alternative times for migrant students who are unable to attend STAAR remediation summer programs offered during traditional times. TAKS remediation may include an internet based TAKS readiness and Core Knowledge (TRACK) program or another alternative for STAAR remediation which students are able to complete.		Principal, Special Programs Director	Number of migrant students enrolled in an alternative summer TAKS remediation program; student performance on next STAAR administration will improve				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 8: Sunray Middle School will maximize the use of funding to improve achievement of students labeled at-risk of dropping out of school.

Performance Objective 1: At-risk students will pass all portions of the STAAR and perform satisfactorily in all programs designed for at-risk students.

Summative Evaluation: Credit accrual, state assessment, parental involvement will increase for at-risk students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Continue Bobcat Breakout time for students who need extra instruction/time to be successful.		Principal	Staff feedback, Superlab daily logs, and increased student performance on state and local assessments				
Critical Success Factors CSF 1 2) Continued use of counselor for middle school counseling services		Principal, Superintendent	Counselor log, feedback from staff and counselor on program				
Critical Success Factors CSF 1 3) Continued to contract for SCE support with Region 16 Educational Service Center.		Superintendent, Business Manager	Training and support received for teachers and program enhancement will increase student performance on state and local assessments.				
4) Develop Personal Graduation Plans (PGP) for all 7-12 grade students who failed a portion of the STAAR test.	2	Principals, Counselors, Core Teachers	The number of students who are at-risk to pass STAAR and graduate on time will increase.				
Critical Success Factors CSF 1 5) Develop plans for at-risk students with attendance problems (After School detention)		Principals	At-risk students will have a higher attendance rate at the end of the year as compared to previous years				
Critical Success Factors CSF 1 6) Monitor testing at each reporting time for at-risk students and use STAAR interventions and remediation materials to assist students in need	9	Principals, Counselors, Core Teachers	% of at-risk students passing all portions of the STAAR test and/or % of students showing an increase in performance on state assessments will increase.				
7) Parents of at-risk students who have grade, credit accrual, or attendance problems will be contacted every three weeks.	6	Principals, Counselors, Teachers	Teacher/Parent Contact Logs, signed progress reports, signed failing report cards, Campus Assistance Team reports				

System Safeguard Strategies Critical Success Factors CSF 1 8) Provide intensive remediation and STAAR preparation for students who have a history of failing the state assessments.	9	Principals, Core Teachers	Student performance on state and local assessments will improve.				
Critical Success Factors CSF 1 9) Provide interventions with an increase in frequency, intensity, and/or modalities as needed for remediation of each student.	9	Principal, Campus Assistance team	Number of failures among the at-risk student population will decrease as compared to previous years.				
Critical Success Factors CSF 1 10) Re-identify at-risk students at the beginning of each semester.	9	Counselor, Principal	An accurate list will be compiled so at-risk students will be served effectively.				
Critical Success Factors CSF 1 11) Teachers will incorporate interactive white board technologies into their daily lessons.		Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
System Safeguard Strategies Critical Success Factors CSF 1 12) Students in grades 5-8 will use IStation, Think Thru Math, and BrainPop to address their need of assistance and acceleration in the area of Writing, ELA, Reading, Math, Science, and Social Studies.	2	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students				
Critical Success Factors CSF 1 13) Make sure that all teachers get a list of migrant, gifted and talented, and at-risk students so that the needs of these subgroups can be adequately addressed in the classroom.	8	Principal, counselor, teachers	Positive feedback on teacher surveys, implementation of interventions to meet the needs of special populations leading to demonstrated student growth on state and local assessments, closing of achievement gaps as indicated by regular progress monitoring.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	2	Teachers will analyze TAPR, benchmark data, STAAR and TEKS Resource System assessment data using DMAC to focus on specific objectives for individual student learning needs.
1	1	3	At least 40% of science instruction will be lab-based, with professional development provided as needed.
1	2	2	Teachers will analyze TAPR, benchmarks, STAAR and TEKS Resource assessment data using DMAC to focus on individual student learning needs.
1	4	2	Teachers will analyze TAPR, Star 360 benchmark, STAAR and TEKS Resource System assessment data using DMAC to provide for the instruction needs of individual students and subgroups.
1	4	4	Teachers will implement TEKS Resource System scope and sequence as the primary tool for curriculum. TEKS Resource System Unit Assessments will be implemented.
1	5	7	Students in grades 5-8 will use Think Through Math and Istation to address remediation and acceleration needs.
1	5	8	Students in grades 5-8 will use Motivation Math to address their need of remediation and acceleration.
2	2	10	Teachers will use a variety of computer assisted programs (i.e. Think Through Math, SuccessMaker, Istation, etc.) for interventions with LEP students to improve their understanding of ELAR concepts.
5	3	10	Provide effective training to teachers concerning innovative techniques and strategies focusing on specific TAKS objectives.
8	1	8	Provide intensive remediation and STAAR preparation for students who have a history of failing the state assessments.
8	1	12	Students in grades 5-8 will use IStation, Think Thru Math, and BrainPop to address their need of assistance and acceleration in the area of Writing, ELA, Reading, Math, Science, and Social Studies.

State Compensatory

Budget for Sunray Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-041-4-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$97,074.00
199-11-6129-00-041-4-30-0-00	6129 Salaries or Wages for Support Personnel	\$32,386.00
199-11-6141-00-041-4-30-0-00	6141 Social Security/Medicare	\$1,779.00
199-11-6142-00-041-4-30-0-00	6142 Group Health and Life Insurance	\$11,344.00
199-11-6143-00-041-4-30-0-00	6143 Workers' Compensation	\$655.00
199-11-6146-00-041-4-30-0-00	6146 Teacher Retirement/TRS Care	\$1,157.00
6100 Subtotal:		\$144,395.00
6300 Supplies and Services		
199-11-6341-00-041-4-30-0-02	6341 Food	\$500.00
199-11-6399-00-041-4-30-0-02	6399 General Supplies	\$400.00
199-11-6399-01-041-4-30-0-02	6399 General Supplies	\$250.00
199-11-6399-69-041-4-30-1-02	6399 General Supplies	\$250.00
6300 Subtotal:		\$1,400.00
6400 Other Operating Costs		
199-11-6499-00-041-4-30-0-02	6499 Miscellaneous Operating Costs	\$100.00
199-11-6499-01-041-4-30-0-02	6499 Miscellaneous Operating Costs	\$500.00
6400 Subtotal:		\$600.00

Personnel for Sunray Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angaleta Crenshaw	Teacher	Tutorials	0.05
Brandy Hollaway	Teacher	Tutorials	0.05
Carney, Katherine	Teacher	Interventionist	0.05
Carrie Potts	Teacher	Tutorials	0.05
Cassey Mireles	Instructional Aide	Bobcat Breakout	0.5
Haberthur, JJ	Teacher	Tutorials	0.05
Jennifer Grasse	Teacher	Tutorials	0.05
Luke Roberson	Teacher	Tutorials	0.05
Mary Beth Jones	Interventionist	RTI	1.0
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
Vanessa Sanchez	Teacher	Tutorials	0.05
Whiteley, Tamara	Teacher	Tutorials	0.05

Title I

Schoolwide Program Plan

Sunray Middle school conducted a comprehensive needs assessment for the 2011-12 school year during May, 2011. Both schools have implemented schoolwide reform strategies which are scientifically research based to improve student performance. All staff members at Sunray Middle School are highly qualified teachers and/or professional staff. We will continue to have high quality and ongoing professional development for principals, teachers, and paraprofessionals. We have developed strategies to attract and retain highly qualified teachers and strategies to increase parental involvement. Sunray Elementary provides an early childhood program - Pre-Kindergarten and has a transition plan for those students to be successful in Kindergarten. Both schools include teachers in the decision regarding use, selection, and development of assessments for all students. Sunray Middle schools provide a response to intervention to assist and support students who experience difficulty mastering standards set by the state. The District Special Programs Director will assist in the coordination and integration among federal, state, and local services and programs for all campuses.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment was administered in May, 2008. This comprehensive needs assessment demonstrated that Math and Science were academic concerns for 5-8th grades. Another need demonstrated by the comprehensive needs assessment is to improve our ESL academic achievement.

2: Schoolwide Reform Strategies

To improve the overall academic program at Sunray Middle School will implement the TEKS Resource System curriculum in all core areas. In addition, SMS will build an RTI period into their day for both Math and Reading. The district will also implement an academic language focus to build the vocabulary of all students.

3: Instruction by highly qualified professional teachers

All staff members are deemed to be highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Staff will receive professional development on academic language throughout the school year during weekly collaboration time. Staff will also receive professional development on CSCOPE and curriculum throughout the school year during collaboration time. Staff will also receive on-going staff development on bullying, RTI, crisis management, GT, Dyslexia and ESL strategies through a variety of workshops, conferences and collaboration time.

5: Strategies to attract highly qualified teachers

Sunray ISD, Sunray Elementary Principal, Sunray Middle School Principal, and NWTSSA Director will participate in local and regional colleges job fairs to attract highly qualified teachers.

6: Strategies to increase parental involvement

Sunray Middle School will increase parental involvement by having time set aside for parent/teacher conferences in both the spring and fall. In addition, each special program (Dyslexia, Gifted and Talented, ESL, etc.) will have a parent information night to explain their programs and opportunities for parental involvement to assist with student achievement. Light refreshments will be served during these parent information nights. Also, the school will provide a parent volunteer program to assist students and teachers.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Sunray Elementary's Pre-Kindergarten students will visit the Kindergarten classes to assist in the transition to Kindergarten. In the fall of their Kindergarten year, students who were in the Pre-K class will be assigned a "student buddy" to assist them in learning school routines

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers are given data derived from academic assessments. Teachers use this data to improve their instructional program and to pinpoint individual students strengths and weaknesses. Teachers then plan and implement interventions to improve the achievement of the individual students.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Sunray Middle School teachers are trained in the Response-to-Intervention (RTI) model. Students who experience difficulty in mastering the proficient or advanced levels of academic achievement standards will be placed in a Tier 2 or Tier 3 level of instruction to accelerate their achievement during the standard school day. In addition, before school or afterschool tutorials by the classroom teachers will be offered to all students needing assistance. Saturday school and extended day Opportunities are also offered to students needing accelerated instruction.

10: Coordination and integration of federal, state and local services and programs

The Special Program Director of Sunray ISD assists the principals and oversees the coordination and integration of federal, state and local services and programs to improve the overall instructional program.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Villanueva	Instructional Aide	ESL	0.5
Rocio Saenz	Instructional Aide	Intervention	1.00

2015-2016 Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Pam Keisling	Chairman
Classroom Teacher	Katherine Carney	Member
Classroom Teacher	Luke Roberson	Member
Community Representative	Ron Morris	Member
District-level Professional	Pat Armstrong	Secretary
Parent	Stephanie Crownover	Member