Sunray Independent School District

Sunray High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

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

In order to ensure that all students succeed, we will

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

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

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

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

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

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

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

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

Vision

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

Value Statement

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnicticity	Students		Teachers	
	Count	*Percent*	*Count*	*Percent*
African American	0	0%	0	0%
Hispanic	81	52.9%	2	10.6%
White	67	43.8%	15.9	88.2%
Native American	0	0%	0	0%
Asian/Pac. Islander	0	0%	0	0%
Economically Disadvantaged (ECD)	34	22%		
Limited English Proficient (LEP)	4	3%		
At-Risk	60	39.2%		

There are a total of 153 students at Sunray High School

Demographics Strengths

The diversity of students at Sunray High 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 High School to better provide service to our students and their parents.

Student Achievement

Student Achievement Summary

EOCs

Sunray students took five EOCs. The State established Standards are shown in the chart below, with SHS results included with the Level 2 satisfactory Phase standards. These scores reflect performance on tests given in the spring of 2015.

	English			Biology			US HISTORY			Algebra I		
Subpopulation	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%
All Students	85	63	74%	40	39	98%	38	35	92%	30	23	77%

Student Achievement Strengths

Sunray High School administered five EOC tests. There was consistency and improvement shown from the 2014-2015 to this last school year.

Student Achievement Needs

Our biggest concern is our English 1 test. While improved over the last year, the scores seem to be the lowest on our campus as well as the state.

Another concern is the next acheivement level that will move in in the next few years. The Level 1 achievement level remains low.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Sunray High School staff consists of 24 people. Of these 24, 19 are teachers, 3 Para-professionals, 1 counselor, and 1 campus administrator. The average years of experience for the staff are 9.5 years with 5 years of experience within the district. The gender make-up of the professional staff is 82.5% females and 17.5% male. (Some staff members are shared between campuses.) There are 8 minorities on staff at Sunray High School.

Staff Quality, Recruitment, and Retention Strengths

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

Staff Quality, Recruitment, and Retention Needs

A need for Sunray High School staff is more Spanish proficient staff members. 47% of the student body is Hispanic, having more Spanish proficient staff members would assist with communication between home and school. Also, with more staff members Spanish proficient, the Hispanic parents and community members would feel more welcome and volunteer to assist Sunray High School.

Family and Community Involvement

Family and Community Involvement Summary

Parent Involvement is an important part of student achivement. The high school needs to continue to look for ways to effectively involve parents in the education of their children.

Family and Community Involvement Strengths

A strength for Sunray HS is the two Parent Conference afternoons - one in the fall and one in the spring semester. Another strength is the College Financial Aid Planning meeting for all parents. The HS provided representatives from the ESC 16 for translating for our Spanish speaking parents. The Band Booster Organization and the Athletic Booster Organization clubs are active and involve many parents.

Family and Community Involvement Needs

There is a continued need for professional communication between the school and home. This need includes more frequent parent meetings with parents, especially for parents of special populations. Parent surveys indicate a need for better understanding of program goals, parent advisory committees, and student participation in these programs. Parents need information about the curriculumn the district is using with Safe and Drug Free Schools program. Parents need better information on EOC testing and results. Spanish speaking parents want more documents in Spanish. New data will be gathered in the spring bi-annual parent survey, parent training on various topics (DEIC identified need).

Technology

Technology Summary

Sunray High School is trying to stay current in technology and is proactive in learning with technology trends.

We keep the website current, all administrators use Facebook, in addition to using the automatic calling system. SMARTboard technology is incorporated into daily instruction.

Technology Strengths

Sunray High School has provided a SMARTboard in almost every classroom. Professional development and training were required of all new teachers during the summer of 2014. Another strength is the Remind text app that all parents, students and teachers are encouraged to participate in to keep everyone up to date on certain activities. Each teacher in charge of a group is encouraged to use this. All classrooms have access to the internet. Finally, Sunray High School has a mobile computer lab, in addition to 2 traditional computer labs.

Technology Needs

Sunray High School will assist in updating the district technology plan, finish installing SMARTboard in remainder of teachers' classrooms, offer ongoing professional develop on integration of SMARTBoards into instruction, follow 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 ISD is community involvement. The community of Sunray supports the school district academically, monetarily, and athletically. The community volunteers as mentors in our elementary school working with our students who have math difficulties. The community also volunteers in other areas at our schools. The community supports the school monetarily by supporting the various 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 strength is the various programs that Sunray ISD invites the community to participate in. The Thanksgiving Luncheon for Senior Citizens is one example of the community involvement programs that Sunray HS offers.

Community Involvement Needs

One of the biggest needs is improving communication between the schools 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

Sunray High School serves approximately 153 students in grades 9-12. The ethnic breakdown for Sunray HS is 74 students or 47% are Hispanic, 79 or 53% are White, and 1 student or .06% is other ethnicities. Sunray High School has 34 economically disadvantaged students. Students identified as LEP – 4 andAt-risk - 60. The Bilingual/ESL, GT, Dyslexia, Title I, 504, Response-to-Intervention (RTI) and Special Education programs assist students in their academic, social, and physical success. The Bilingual/ESL program assists Sunray High School LEP students to become more proficient in speaking, reading, and writing the English language. These students are sheltered in place for the core classes. The Gifted and Talented (Advanced Academics) Program meets the Texas standards. The Dyslexia program serves students identified as Dyslexic with the Wilson Method and Lexile Computer Programs. Sunray High School 504 program makes accommodations for students identified under IDEA. RTI and extended day (tutorials) opportunities meet the needs of students unsuccessful in their core subjects. The North West Texas Shared Services Arrangement (NTWSSA) serves the special educational students at Sunray High School.

Programs Strengths

The staff survey data shows that the Bilingual/ESL program and personnel assists the 4 LEP students in acquiring English, advancing in their English proficiency according to TELPAS and becoming more successful in their remaining academic subjects. This is a real strength for Sunray High School. One more strengths found on the high school campus are the TAKS/EOC Remediation Classes. It is designed to assist students in obtaining their high school diploma and to be ready for life after high school. The RTI program assists students with their academic weaknesses by giving students more time in a small group setting for intensive remediation of their academic weaknesses. The Special Education program meets the needs of students identified as special education.

Programs Needs

The high school staff survey data shows that the Gifted and Talented program at the High School is a concern because of an apparent lack of electives and activities for the gifted student are being offered. Another concern at the High School is the computer labs needing to be updated.

Operations

Operations Strengths

Attendance: Attendance rates continue to be recognized as acknowledge by the state of Texas. All areas with significant numbers of students to categorize continue to be above 96%. Sunray High School will continue to recognize students for attendance. Monitoring of absences through parent contacts via phone calls and letters for excessive absences and tardies will continue. Yearly monitoring the success and modifying the exemption policy at the high school for semester tests based on attendance and grades for all non-core classes. Student Campus Assistance Teams will review attendance as needed. Saturday School will be used to help with attendance and grades.

Crisis Management: The Crisis Management Plan is complete and the teaching staff has been trained in its use. Drills will be conducted at each campus in order to stay prepared in the event of a crisis. REM4Ed is the Crisis Management Service used at Sunray High School. The Crisis Plan will be modified base on the findings and recommendations of the school safety audit.

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

Drop-out Rate (Completion Rate): The state is using a longitudinal completion rate for the accountability system rather than the traditional annual drop-out rate. Our completion rate is as follows for the Class of 2012: Graduated 94.1% (State-91.4%); GED 3.9%; Continued in HS is 0%; Dropped-out (4 year) 2% (State 12.2). Our drop-out rate continues to be low. Our strategies will be to continue to identify all at-risk students district wide.

Operations Needs

Attendance: Decreasing tardies, especially at the high school is an area of need. We will apply for a waiver for flu-like illness if and when it impacts attendance.

Crisis Management: Crisis Drills need to be continued and practiced at each campus. Entire Crisis Management document for district and campuses needs to be updated through Rem4ed and then communicated to all staff members. Additional modifications are needed based on results and suggestions from the school safety audit performed last year.

Discipline: Although discipline infractions remain at the minor level. Tardies at the high school continue to be the biggest area of concern. The Bellcommander Program has dropped the number of tradies considerably, however; they are still the biggest area of concen.

Drop-out (Completion) Rate: Drop-out rates continue low, but efforts must continue to maintain and decrease this level when possible.

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

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
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- 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

- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: By 2019-2020, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science and social studies.

Performance Objective 1: All 9th and 10th grade students will achieve 93% mastery level on the End of Course Reading and Writing assessments.

Summative Evaluation: The district average and subgroups of students will increase in language arts in the aggregate who are at or above the proficient level in ELA on the state's assessment.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All teacher are trained in the Response to Intervention (RTI) model and will use intervention strategies prior to a student failing.	Classroom teachers, Principals, Special Programs Director, NWTSSA Director	Teachers will document intervention strategies for students who failed their class and those students who are in danger of failing EOCs. Walk-throughs and observations will document interventions are being implemented. Analysis of progress monitoring data during teaming meetings will indicate success of interventions, as well as state and local assessment data, drop out, and graduation rates.				
2) An intervention period is included in the master schedule to provide acceleration of instruction for student who demonstrate weak areas in ELA.	Principal	Master Schedule				
3) Students identified as Special Education, Dyslexic, LEP, or 504 will take the appropriate state testing with appropriate accommodations as determined by the appropriate committee.	NWTSSA Director, Special Programs Director, ARD Committees, LPAC Committees, Dyslexia Committee, Principal	Individual student scores will increase.				
4) Teachers will fully implement TEKS Resource system scope and sequence in ELAR.	ELA teachers and Principal	Lesson plans, walk through and formal observations will document use of TEKS Resource System in planning. Aligned curriculum will reduce gaps in student knowledge. Demonstrated growth on state and local assessment will result.				
5) Teachers will intergrate technology into classroom instruction following the technology TEKS and the District Technology plan.	ELA teachers, Principal	Lesson plans will document technology intergration into the classroom.				
6) Tutorials will be offered during the school day, before or after school as needed for supplemental instruction to address differences in ELA scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk students.	ELA teachers, Principal	Differences in TAKS Scores between student groups will decrease and student failure rate will decrease.				

7) CTE teachers will reinforce core area TEKS in their classes.	CTE Teachers, Core Teachers, Principal	CTE Lesson plans will document core class's TEKS as well as CTE TEKS, CTE students' scores on state and local assessments will equal or be above non-CTE students' scores.			
8) Students identified as gifted and talented will participate in the Advance Academic Services Program in order to meet their needs in the area of ELA/Writing.	ELA teachers, Principal, AAS campus coordinator, Special Programs Director	End of year Student, Parent and Teachers surveys			
9) Teachers will review testing data for all students using DMAC.	Teachers, Principal	DMAC records of teacher use, lesson plans document interventions for students in need of assistance. Student performance on state and local assessments will improve.			
10) Teachers will analysis TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.			
11) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers,	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.			
12) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.	ESL staff, Principals, Special Programs Director	LEP student performance on state and local assessments including TELPAS will improve.			
13) All students will produce at least one piece of writing per semester.	Core teachers	Copies of publications containing student work, student writing portfolios			
14) Teachers will incorporate interactive white board technologies into their daily lessons.	Teacher, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.			
15) Students in grades 9-12 will use OdysseyWare to address their need of assistance and acceleration in the area of Writing, ELA,and /or Reading.	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students			

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 1: By 2019-2020, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science and social studies.

Performance Objective 2: All Biology students will achieve at least 90% mastery on the appropriate Science EOC assessment.

Summative Evaluation: The district average and subgroups of students will increase in science in the aggregate who are at or above the proficient level in science on the state's assessment. Student subgroups will increase as follows: H- 10%, W-2%, and EcoD-8%. (Note: These subgroups are those for which the ESEA requires state reporting as identified in(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	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 a student failing.	Teachers, Principal, NWTSSA Director, Special Programs Director	Walk-throughs and observations will document interventions are being implemented. Analysis of progress monitoring data during teaming meetings will indicate success of interventions, as well as state and local assessment data, drop out, and graduation rates.				
2) An intervention period is included in the school day to provide acceleration of instruction for weak areas in Science.	Principal	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
3) CTE teachers will reinforce core area TEKS in their classes.	CTE Teachers, Core Teachers, Principal	CTE Lesson plans will document core class's TEKS as well as CTE TEKS, CTE students' scores on state and local assessments will equal or be above non-CTE students' scores.				
4) Students identified as gifted and talented will participate in the Advance Academic Services Program in order to meet their needs in the area of Science.	Science teachers, Principal, AAS campus coordinator, Special Programs Director	End of year Student, Parent and Teachers surveys				
5) Students identified as Special Education, Dyslexic, LEP, or 504 will take TAKS practice tests and/or Benchmarks as determined by the appropriate committee.	Special Programs Director, NWTSSA Director, ARD, LPAC, Dyslexia Committee, Principals	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
6) Teachers will review testing data for all students using DMAC.	Teachers, Principal	DMAC records of teacher use, lesson plans document interventions for students in need of assistance. Student performance on state and local assessments will improve.				

7) Teachers will fully implement TEKS Resource System's scope and sequence.	Principals	Lesson plans, walk-throughs, observations will document use of TEKS Resource System in planning. Demonstrated growth in student performance on state and local assessments will indicate success.			
8) Teachers will integrate technology into classroom instruction following the TEKS and the District Technology Plan	Teachers, Principal	Teacher lesson plans will document the use of technology.			
9) Tutorials will be offered during the school day, before and after school as needed for supplemental instruction to address differences in Science scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.	Science teachers,	Differences in state and local exam scores between the various student groups and failure rates will decrease, student performance on state and local assessments will increase.			
10) Teachers will analysis AEIS, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.			
11) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.			
12) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.	ESL staff, Principals, Special Programs Director	LEP student performance on state and local assessments including TELPAS will improve.			
13) Students in grades 9-12 will use OdysseyWare to address their need of assistance and acceleration in the area of Science.	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students			
14) Teachers will integrate technology, including the daily use of SMARTBoards, into instruction following the TEKS and the District Technology Plan.	Teachers, Principal	Lesson plans, walkthroughs, and observations will document the use of technology. Demonstrated improvement on state and local assessments will verify success.			
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Goal 1: By 2019-2020, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science and social studies.

Performance Objective 3: All US History students will achieve at least 90% mastery on EOC.

Summative Evaluation: The district average and subgroups of students will increase in social studies in the aggregate who are at or above the proficient level in social studies on the state's assessments. Student subgroups will increase as follows: H-5%, W-3%, EcoD-4%. (Note: These subgroups are those for which the ESEA requires state reporting as identified in (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	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 a student failing.	Teachers, Principal, NWTSSA Director, Special Programs Director	Lesson plans will document the intervention strategies used with individual students, student scores on state and local assessments will improve, the number of failures and/or drop outs will decrease.				
2) An intervention period is included in the school day to provide acceleration of instruction for weak areas in Social Studies.	Principals	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
3) CTE teachers will reinforce core area TEKS in their classes.	CTE Teachers, Core Teachers, Principal	CTE Lesson plans will document core class's TEKS as well as CTE TEKS, CTE students' scores on state and local assessments will equal or be above non-CTE students' scores.				
4) Students identified as gifted and talented will participate in the Advance Academic Services Program in order to meet their needs in the area of Social Studies.	Social Studies teachers, Principal, AAS campus coordinator, Special Programs Director	End of year Student, Parent and Teachers surveys				
5) Students identified as Special Education, Dyslexic, LEP, or 504 will take TAKS practice tests and/or Benchmarks as determined by the appropriate committee.	Special Programs Director, NWTSSA Director, ARD, LPAC, Dyslexia Committee, Principals	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
6) Teachers will review testing data for all students using DMAC.	Teachers, Principal	DMAC records of teacher use, lesson plans document interventions for students in need of assistance. Student performance on state and local assessments will improve.				
7) Teachers will fully implement TEKS Resource System's scope and sequence/curriculum for Social Studies.	Principals	Lesson plans, walk-throughs and formal observations. Demonstrated growth on state and local assessments, as well as a closing of achievement gaps.				

8) Teachers will integrate technology into classroom instruction following the TEKS and the District Technology Plan .	Teachers, Principal	Teacher lesson plans will document the use of technology		
9) 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.	LA teachers,	Differences in state and local exam scores between the various student groups and failure rates will decrease, student performance on state and local assessments will increase.		
10) Teachers will analysis TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.		
11) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.		
12) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.	ESL staff, Principals, Special Programs Director	LEP student performance on state and local assessments including TELPAS will improve.		
13) Teachers will integrate technology into their instruction, including daily use of SMARTBoards, following the TEKS and the District Technology Plan.	Teachers, Principal	Walkthroughs and formal observations will document the use of technology in the classroom. Technlogy integration wil result in increased student engagement and academic achievement.		
14) Students in grades 9-12 will use OdysseyWare to address their need of assistance and acceleration in the area of Social Studies.	Teacher, Principal	Participating students' achievement will be equal to or better than non-participating students		

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Goal 1: By 2019-2020, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science and social studies.

Performance Objective 4: All Algebra 1 students will achieve at least 92% mastery on the EOC.

Summative Evaluation: The district average and subgroups of students will increase by 5% or more, in math in the aggregate who are at or above the proficient level in math on the state's assessment. Student subgroups will increase as follows - H-9%, W-4%, EcoD-4% and SpEd-9%. (Note: These subgroups are those for which the ESEA requires state reporting as identified in(h)(1)(c)(i) an include students disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.)

Strategy Description	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 a student failing.	Teachers, Principal, NWTSSA Director, Special Programs Director	Lesson plans will document the intervention strategies used with individual students, student scores on state and local assessments will improve, the number of failures and/or drop outs will decrease.				
2) An intervention period is included in the school day to provide acceleration of instruction for weak areas in Mathematics.	Principals	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
3) CTE teachers will reinforce core area TEKS in their classes.	CTE Teachers, Core Teachers, Principal	CTE Lesson plans will document core class's TEKS as well as CTE TEKS, CTE students' scores on state and local assessments will equal or be above non-CTE students' scores.				
4) Students identified as gifted and talented will participate in the Advance Academic Services Program in order to meet their needs in the area of ELA/Writing.	Math teachers, Principal, AAS campus coordinator, Special Programs Director	End of year Student, Parent and Teachers surveys				
5) Students identified as Special Education, Dyslexic, LEP, or 504 will take TAK/EOC practice tests and/or Benchmarks as determined by the appropriate committee.	Special Programs Director, NWTSSA Director, ARD, LPAC, Dyslexia Committee, Principals	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions)				
6) Teachers will review testing data for all students using DMAC.	Teachers, Counselor, Principal	DMAC records of teacher use, lesson plans document interventions for students in need of assistance. Student performance on state and local assessments will improve.				
7) Teachers will fully implement TEKSs Resource System's scope and sequence/curriculum for Mathematics.	Principal	Lesson plans, walk-throughs and formal observations. Demonstrated growth on state and local assessments, as well as a closing of achievement gaps.				

8) Teachers will integrate technology into classroom instruction following the TEKS and the District Technology Plan	Teachers, Principal	Teacher lesson plans will document the use of technology.			
9) Tutorials will be offered during the school day, before and after school as needed for supplemental instruction to address differences in math scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.	Math teachers,	Differences in state and local exam scores between the various student groups and failure rates will decrease, student performance on state and local assessments will increase.			
10) Teachers will analysis AEIS, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.			
11) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.			
12) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.	ESL staff, Principals, Special Programs Director	LEP student performance on state and local assessments including TELPAS will improve.			
13) Teachers will integrate technology into their instruction, including daily use of SMARTBoards, following the TEKS and the District Technology Plan.	Teachers, Principal	Walkthroughs and formal observations will document the use of technology in the classroom. Technlogy integration wil result in increased student engagement and academic achievement.			
14) Students in grades 9-12 will use MySatori/OdyessyWare/ALEKS to address their need of assistance and acceleration in the area of Math.	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students			
✔ = 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 attaining proficiency or better in reading/language arts, mathematics, science, and social studies.

Performance Objective 1: LEP students will improve at least 7% on the Algebra 1 EOC.

Summative Evaluation: 68% or more LEP students will be at or above the proficient leve lon the Algebra 1 EOC assessment as reported on performance indicator 1.2.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 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.				
2) ESL teachers will coordinate with core teachers to present lessons to assist ESL students' understanding of and reinforcement of math concepts taught in class.	ESL Teacher, Math 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				
3) 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	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				
4) Sunray ISD will provide effective training for all classroom teachers and mentors concerning innovative technique and strategies addressing the LEP students' needs.	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				
5) 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				
6) Teachers will use a variety of computer assisted programs for interventions with LEP students to improve their understanding of math concepts.	Classroom teachers, Principal, Special Programs Director	Student performance on state and local assessments will improve				
7) 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				
8) 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.				
9) An intervention period is included in the school day to provide acceleration of instruction for weak areas in mathematics.	Principal	Lesson plans will document the interventions used with individual students, student performance on state and local assessments will improve.				

10) 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.			
11) Teachers will analysis TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.			
12) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers,	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.			
13) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.	ESL staff, Principals, 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.			
14) Students in grades 9-12 will use OdysseyWare to address their need of assistance and acceleration in the area of Math.	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students			
15) Teachers will incorporate interactive white board technologies into their daily lessons.	Teachers, Principal	Lesson plans, Walk throughs, 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 attaining proficiency or better in reading/language arts, mathematics, science, and social studies.

Performance Objective 2: LEP students will improve at least 7% on the state's language arts assessment.

Summative Evaluation: 70% of the LEP students will be at or above the proficiency level in reading/language arts on the state's assessments, as reported for performance indicator 1.1.

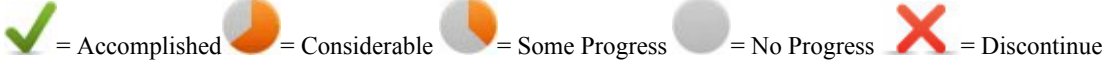| Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) ESL Classes will be included in the Master schedule to offer ESL and LEP students assistance in advancing at least one level of proficiency in English.	ESL teacher, Principal, 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.				
2) ESL teachers will coordinate with ELA core teachers to present lessons to assist ESL students' understanding of and reinforcement of ELA concepts taught in class.	ESL Teacher, ELA 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				
3) 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	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				
4) Sunray ISD will provide effective training for all classroom teachers and mentors concerning innovative technique and strategies addressing the LEP students' needs.	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				
5) 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				
6) Teachers will use a variety of computer assisted programs for interventions with LEP students to improve their understanding of math concepts.	Classroom teachers, Principal, Special Programs Director	Student performance on state and local assessments will improve				
7) Teachers will use a variety of Region 4 Intervention Materials for ELA to improve LEP students' understanding of ELA concepts.	ELA teachers, Principal, Special Programs Director	Student performance on state and local assessments will improve.				
8) 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				
9) 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.				

10) 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.			
11) Tutorials will be offered during the school day, before/ after school and Saturday 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 analysis AEIS, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.			
13) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers,	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve			
14) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.	ESL staff, Principals, 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			
15) Teachers will incorporate interactive white board technologies into their daily lessons.	Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.			
16) Students in grades 9-12 will use OdysseyWare to address their need of assistance and acceleration in the area of Writing, ELA, and Reading.	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students			

✔ = 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 attaining proficiency or better in reading/language arts, mathematics, science, and social studies.

Performance Objective 3: LEP Students will improve at least one level in English proficiency as reported on TELPAS.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 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.				
2) ESL teachers will coordinate with core teachers to present lessons to assist ESL students' understanding of and reinforcement of core concepts taught in class.	ESL Teacher, ELA 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				
3) 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	A reduction of disparity in performance on state and local assessments including TELPAS. Decrease in failure rate. Increase student performance on state and local assessments				
4) Sunray ISD will provide effective training for all classroom teachers and mentors concerning innovative technique and strategies addressing the LEP students' needs.	ESL teacher, Principal, Special Programs Director	Staff development sign-in sheets, Lesson plans will document the use of appropriate strategies used to meet the needs of the LEP students				
5) 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				
6) Teachers will use a variety of computer assisted programs for interventions with LEP students to improve their understanding of English acquisition.	Classroom teachers, Principal, Special Programs Director	Student performance on state and local assessments will improve				
7) Teachers will use a variety of Region 4 Intervention Materials for Core subjects to improve LEP students' understanding of core concepts.	Core teachers, Principal, Special Programs Director	Student performance on state and local assessments will improve, including TELPAS.				
8) 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				
9) 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 including TELPAS will improve and the number of LEP student who fail or drop out will decrease.				

10) An intervention period is included in the school day to provide acceleration of instruction for weak areas in core subjects.	Principal	Lesson plans will document the interventions used with individual students, student performance on state and local assessments will improve			
11) Tutorials will be offered during the school day, before/ after school and Saturday School as needed for supplemental instruction to address differences in 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, including TELPAS.			
12) Teachers will analysis AEIS, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.	Principals, Teachers, Counselors	DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.			
13) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	Principals, Teachers	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve including TELPAS.			
14) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.	ESL staff, Principals, Special Programs Director, LPAC	Student performance on state and local assessments including TELPAS will improve. Decrease in failure rate.			
15) Students in grades 9-11 will use OdysseyWare/ALEKS to address their need of assistance and acceleration in the area of Writing, ELA, Reading, Math, Science, Social Studies.	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students			
16) Teachers will incorporate interactive white board technologies into their daily lessons.	Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.			
✔ = Accomplished 🟠 = Considerable 🟡 = Some Progress ⚪ = No Progress ✖ = Discontinue					

Goal 3: All students will graduate from high school.

Performance Objective 1: 96% or greater will graduate from high school with a regular diploma.

Summative Evaluation: The number of students graduating from Sunrary High School with a regular diploma will be at least 96% of the graduating class-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status of economically disadvantaged; calculated in the same manner as used in the National Center for Educational Statistics reports on Common Core of Data.

Strategy Description	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 when taking tests for students who may have temporary or permanent disablitilities	504 Committee, Principal, Special Programs Director	Student accommodations form				
2) ARD committee will addresss post-secondary plans for all special education students.	NWTSSA Director, Transition teacher	Parent, Student survey and state indicator #14				
3) Counselors will assist students in building a Personal Graduation Plan (PGP) and with correctly filling out applications for grants, scholarships and college entrance forms.	Counselor	Completion of PGP for students by end of year				
4) Counselor will meet with students to encourage students to take more rigorous courses for college preparation.	Counselor	% of students graduating on recommended plan with equal to or be greater than last year's %.				
5) Daily attendance will be monitored through parent contact according to district procedures.	Principal Secretary	Parent Contact Log				
6) District administration of TASP at the High School provides all students have the opportunity to test.	Counselor	5% increase in number of participants signed up for testing over last year's number, and the number of students going on to higher education will increase.				
7) Parent Nights, Financial Aid Nights/College Nights publicized through flyers, mail outs, announcements, marquee and Counselor Corner in District Newsletter.	Counselor	Sign-in sheets, copies of materials				
8) Promote enrollment in dual credit courses.	Counselor, Principal	Enrollment numbers in dual credit				
9) Provide information for students and parents about exams and college entrance requirements through the college and scholarship centers, individual conferences, and parent letters.	Counselor	Sign-in sheets, class visitation schedule, graduate tracking form maintained in counseling office				
10) Provide students with test preparation skills (ACT study guides, SAT study guides, sample tests, websites, Kaplan)	Counselor, Teachers	Test scores and the number of students receiving test preparation skills will increase.				
11) TAK/EOC Tutoring will be offered to all students as needed prior to test dates.	Principal	Review test results for students				
12) Teachers will incorporate interactive white board technologies into their daily lessons.	Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				

13) Students in grades 9-12 will use OdysseyWare/ALEKS to address their need of assistance and acceleration in the area of Writing, ELA, Reading, Math, Science, Social Studies.	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students				
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 3: All students will graduate from high school.

Performance Objective 2: There will be less than 1% of students who drop out of school.

Summative Evaluation: The number of drop outs will be less than 1% of the number of students enrolled- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; calculated in te same manner as used in the National Center for Educational Statistics reports on Common Core of Data.

Strategy Description	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 test taking.	504 Committee, Special Programs Director	504 student accommodations form				
2) All students beginning in 10th grade will take the PLAN	Counselors	PLAN report				
3) Student/Campus Assistance Team will review student needs and match campus/district programs that will assist them.	Student Campus Assistance Team, Special Program Director, NWTSSA Director	NWTSSA Director will report each semester the number of student referrals to special services as compared to the two prior years to the Superintendent.				
4) All students will have the opportunity to learn about career fields.	Principal, Counselor	Counselors will include career education in district guidance plan, including career fairs and guest speakers				
5) Career Expo to increase awareness of college and career paths	Counselor	Sign-in sheets, student evaluations				
6) CTE courses will be offered with input from HS students.	Counselor, Principal, Special Programs Director	Student surveys will show intereset in CTE courses currently being offered and request other CTE courses that may be added in the future.				
7) GED prep will be offered through OdysseyWare in the learning lab at the HS and applicants will be referred to Amarillo College for testing.	Principal, Learning Lab Staff, Counselor	GED enrollment and passing rate				
8) High School credit recovery program will be offered through OdysseyWare	Principal, Counselor	Report of number of students receiving credit through OdysseyWare				
9) Homebound services will be provided to all students that have a documented reason for services.	Student Assistance Team, ARD, Special Programs Director, NWTSSA Director	NWTSSA Director will report the number of "homebound" students served by regular ed and/or special ed to the Superintendent.				
10) Increase student's academic achievement through the integration of CTE and technology curriculum	Principal, CTE Director	Core subjects scope and sequence will support curriculum integration of CTE and technology.				
11) Pregnancy related services will be provided as needed.	Counselor	Student success rate				

12) Students at-risk of dropping out will be identified and intervention strategies will be developed for each as needed.	Principal, Student/Campus Assistance Team, Counselor	Intervention plans developed				
13) Students considering dropping out will attend a mandatory intervention conference with an administrator and counselor.	Counselor, Principal	AEIS completion rate, conference forms				
14) Student Success Curriculum will be incorporated into Teen Leadership courses to address student life long skills that will result in future success.	Counselor, Principal, Transition Specialist	Review of curriculum and student monitoring, ARD Documents.				
15) Students in grades 9-12 will use OdysseyWare/ALEKS to address their need of assistance and acceleration in the area of Writing, ELA, Reading, Math, Science, Social Studies.	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students				
16) Teachers will incorporate interactive white board technologies into their daily lessons.	Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement				

✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue

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

Performance Objective 1: Feedback and input from parents and community members will increase by 5% as indicated by sign-in sheets and parent surveys.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Sunray HS will continue "Meet the Bobcat Night" prior to school starting.	Principal, Athletic Director	HS Calendar of Events, parent and community surveys.				
2) Sunray HS will have two early dismissals for parent/teacher conferences - one in the fall semester and one in the spring semester.	Principal	HS Calendar of Events and positive parent/community surveys.				
3) Sunray HS will host a "Back-to-School" night the first week of school.	Principal	HS Calendar of Events, positive parent and community surveys				
4) Sunray HS will host a College Information/Financial Aid Night to assist parents and students in planning for their higher education.	Counselor	HS Calendar of Events, Parent Sign-in sheets and positive parent/community surveys				
5) A Spanish version of the student handbook will be provided to parents who need it.	Principal, Superintendent	Parent Surveys				
6) Continue the practice of parent notification of poor academic performance every three weeks.	Principal, Core teachers	Copies of failing progress reports, copies of signed failing report cards, Copies of Student/Campus Assistance Teams letter and forms, Parent Contact Logs, Parent Surveys				
7) Teacher/Parent contacts will be made at least every three weeks through progress reports/report cards.	Teachers, Principal, Superintendent	Signed progress reports, signed report cards, Parent surveys				
8) The Advanced Academics Services Program District Committee will update the district plan and handbook and will communicate the information to parents.	Special Programs Director, AAS committee members	Parent sign-in sheets, End of Year Parent Surveys				
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 5: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

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

Summative Evaluation: Attendance rate as measured by the Texas Academic Performance Report will be at least 96%.

Strategy Description	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 absences or tardies.	Principal Secretary	Letters, e-mail and/or call logs showing contacts made with parents. Decrease in absenteeism				
2) Perfect attendance will be reward at student assemblies each six weeks.	Principal	Number of students receiving rewards for perfect attendance for the six weeks and for the year				
3) Saturday School will be used to provide opportunity to meet 90% attendance requirement and/or as a deterrent for excessive tardies.	Principal Secretary, Principal	Six week attendance report, Saturday School roster				
4) Student/Campus Assistance Teams will monitor attendance at SHS with the principal	Student/Campus Assistance Team, Principal	Student assistance teams documentation six weeks attendance reports				
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 5: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 2: Sunray High school will not be labeled as a dangerous school by the State of Texas.

Summative Evaluation: Sunray High School will be labeled safe, drug-free and conducive to learning by the State of Texas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Consequences for discipline infractions will follow state law and the progressive discipline Plan.	Principal	425 Discipline Report				
2) The campus will hold mock drills for the Crisis Management Plan (including fire, bad weather, bomb threats, school lock down, etc.) randomly throughout the year.	Principal	The minutes of the debriefing sessions and HS monthly calendar.				
3) The drug detection canine will visit the HS campus for random drug searches.	Principal	The number of drug related incidents will decrease.				
4) The High School Student Council will celebrate Red Ribbon Week with daily activities which include guest speaker, student lunch, tattoos, school banner, handouts.	HS Student Council Sponsor and High School Counselor	Drug related incidents will decrease.				
5) An ISS room for students experiencing less serious disciplinary behaviors will be used.	Principal	Progess reports and disciplinary slips will show improved achievement and fewer infractions of students who were placed in ISS after returning to the regular classroom setting.				
6) Sunray HS will develop and implement an anti-bullying plan including activities to deter bullying, consequences for bullying, and reporting bullying incidents on and off campus.	Principal	Number of bullying incidents will decrease				
7) SHS staff members will be trained in recognizing bullying.	Superintendent	Sign-in sheets, staff development evaluations				
8) All students and staff will be instructed on bus safety/evacuation procedures.	Principal, Transportation Director	State report on bus evacution drills.				
9) Counselor will conduct individual counseling sessions for students in need of assistance.	Counselor	Counselor's report of students served				
10) SHS will continue to provide access to Stay Alert School Safety Program Hotline to report anonymously and as a deterrent to misbehavior and/or crimes.	Superintendent, Edward's Risk Management	Results of logged calls				
11) SHS will continue Worth the Wait program.	Principal	Drop in sexual activity and teen pregnancies based on post survey results				
12) Crisis Management Plan will be reviewed and revised based on the Crisis Plan Audit.	Superintendent, Principal	The current crisis management plan will be widely disseminated with staff and staff will continue drills for training. Changes to the plan, based on the audit, will be added.				

| 13) Saftey procedures will be reviewed and staff will be trained accordingly. | Principal | Record of safety trainings held, accident reports with worker's compensation will be reduced. | | | | |

✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

Goal 5: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 3: Sunray High School students will be disciplined according to the District Student 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 for SHS.

Strategy Description	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 councils. This will be used to identify areas of strenghts and those needing improvement	Principals	Report as an agenda item at the June Board Meeting. Areas of strenghts and needs determined by the CEIC				
2) Administration will develop a system of procedures and protocols for rules and guidelines for ISS and After School Detention (ASD).	Principal Superintendent	Documents developed by administrators to govern ISS and ASD.				
3) All SHS staff will take responsibility for enforcing the rules and policies at SHS.	Staff members	Office referrals, observed behaviors of students				
4) All new SHS staff members wil be assigned a mentor to help them with classroom management/discipline. Mentor and new staff will meet on an as needed basis.	Principal	Principal, Mentor list, Discussions with mentors and new staff members, Walkthroughs				
5) The discipline program will be reviewed annually by the CEIC and adjusted as needed based on determined needs of the campus or district as outlined in the progress discipline guide and student code of conduct.	Principals, CEIC	CEIC meeting agendas, changes documented based on needs				
6) SHS will trained all staff and subs who work ISS or ASD to make sure they strictly follow protocols and procedures developed by the administration.	Principal	Number of people trained. Consistent and uniform rules and procedures being observed in ISS and/or ASDl. Decrease in number of students required to attend ISS and/or Saturday School				
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 5: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 4: Sunray High School will decrease the number of incidents of bullying.

Summative Evaluation: The number of incidents of bullying from Sunray High School will be reported to the Superintendent and the CEIC.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) SHS staff members trained in social issues, such as drugs, bullying, sexting, etc.	Principal, Superintendent	Staff sign-in sheets, the number of bullying incidents will decrease.				
2) SHS will take reports of bullying as serious offenses and will investigate these reports to the fullest.	Principal	Number of reported offenses, investigation documentation				
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 6: Sunray High School will maximize the use of funding to improve achievement of students labeled at-risk of dropping out of school.

Performance Objective 1: All SHS at-risk students will pass all portions of the EOC tests and perform satisfactorily in all programs designed to assist at-risk students.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) SHS will continue interventions for students determined to have a learning need.	Principal	Staff feedback and student performance on state and local assessments will improve.				
2) Continue to contract for SCE support with ESC Region 16.	Superintendent and Business Manager	Training and support received for teachers and program enhancements will increase student performance on state and local assessments				
3) SHS will develop Personal Graduation Plans (PGP) for all 9-12 graders who fail a portion of the TAKS test.	Principal, Counselor, Core teachers	The number of students who are at-risk passing the test and being able to graduate on time will increase.				
4) SHS will develop plans for at-risk students with attendance problems (Saturday School).	Principal, Student/Campus Assistance teams	At-risk students will attendance issues will have a higher attendance rate at the end of the year.				
5) SHS testing at each reporting period for at-risk students and use TAKS remediation materials to assist students who need TAKS tutorials.	Principal, Counselor, Student/Campus Assistance Team	% of at-risk students passing all portions of TAKS and/or % of at-risk students showing improvement in performance on state assessments will increase				
6) Parents of at-risk students who have grade, credit accrual, or attendance problems will be contacted at least once every three weeks.	Principal, Counselors, Teachers, Student/Campus Assistance Team	Teacher contact logs, signed failing progress reports, signed failing report cards, Student/Campus Assistance Teams reports				
7) SHS will provide intensive remediation and TAKS/EOC preparation for students not successful on state assessments.	Principal, Core Teachers	Students performance on state and local assessments will improve.				
8) Provide necessary interventions with an increase in frequency, intensity, and/or modalitites as needed for remediation of each student.	Principal, Student/Campus Assistance Teams	Number of failures among at-risk students will decrease as compared to prior years.				
9) Re-identify at-risk students at the beginning of each semester.	Counselor	An accurate list will be compiled so at-risk students will be served effectively.				
10) Use of alternative programs to help at-risk students with credit accrual - OdyessyWare, ASD, and Summer School	Principals, Counselor	All at-risk students pass to next grade and/or graduate on time				
11) Teachers will incorporate interactive white board technologies into their daily lessons.	Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement				

| 12) Students in grades 9-12 will use OdysseyWare/ALEKS to address their need of assistance and acceleration in the area of Writing, ELA, Reading, Math, Science, Social Studies. | Teachers, Principal | Participating students' achievement will be equal to or better than non-participating students | | | | |

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✖ = Discontinue

Goal 7: Migrant students will meet Federal and State Standards.

Performance Objective 1: Increase the number of required core credits earned by migrant secondary students for on-time graduation.

Summative Evaluation: The number of migrant students who graduate on-time will increase.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant students are accessing opportunities available to earn needed credits. If student participate in credit recovery labs, activities must not interfere with core classes. District will use OdysseyWare for credit recovery if necessary.	Principal, Counselor, Special Programs Director	Number of academic referrals provided to migrant students and number of students meeting grade level promotion or on-time graduation				
2) Ensure consolidation of partial secondary credits and proper course placement for on-time graduation by accessing and reviewing academic records from NGS; and at the time of withdrawal or at the end of the school year, encoding recommended course information into NGS for all migrant students in grades 9-11 and, if applicable, grade 12.	Counselor, Principal	Number of students meeting requirements for grade level promotion or on-time graduation				
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 7: Migrant students will meet Federal and State Standards.

Performance Objective 2: Increase the number of migrant secondary students who make up coursework lacking due to late enrollment and/or early withdrawal from Texas schools.

Summative Evaluation: Program surveys will demonstrate migrant students had access to accelerated coursework to earn credits for on-time high school graduation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Coordinate to ensure access to available resources for making up coursework to ensure that migrant students are accessing opportunities available to makeup missing coursework. If students participate in opportunities to make up coursework, activities must not interfere with core classes.	Principal, Counselor	Number of students meeting requirements for grade level promotion or on-time graduation				
2) Develop and implement a set of district procedures that outline a variety of strategies for partial and full credit accrual for migrant students with late entry and/or early withdrawal; and save course slots in elective and core subject areas, based on district's history of student migration. District will use OdysseyWare if necessary for credit recovery.	Counselor, Principal	Number of students meeting requirements for grade level promotion and/or on-time graduation				
3) Ensure consolidation of partial secondary credits, proper course placement and credit accrual for on-time graduation by accessing and reviewing academic records from NGS and other sources; and a time of withdrawal or at the end of the school year, encoding secondary courses, as well as recommended course information into NGS for all migrant students in grades 9-11 and if applicable grade 12	Counselor, Special Programs Director	Number of student meeting requirements for grade level promotion or on-time graduation.				
4) Implement a tutoring program to assist students with make-up coursework which is missing due to late entry or early withdrawal. Tutoring schedule must not interfere with students' regular class schedule.	Principal, Counselor	Number of students meeting requirements for grade level promotion or on-time graduation.				
✔ = Accomplished ◗ = Considerable ◖ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 7: Migrant students will meet Federal and State Standards.

Performance Objective 3: Increase the number of migrant students who participate in a summer EOC remediation program after failing EOC.

Summative Evaluation: The number of migrant students who failed the EOC will participate in a summerEOC remediation program will increase.

Strategy Description	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 failed TAKS/EOC in any content area are accessing local, intrastate, and interstate opportunities available for summer TAKS remediation.	Principal, Special Program Director	Number of migrant students enrolled in a summer TAKS/EOC remediation program; student performance on next TAKS/EOC test will improve.				
2) Provide TAKS remediation during alternative times for migrant students who are unable to attend a TAKS/EOC remediation summer program offered during traditional times.	Principal, Special Programs Director	Number of migrant student enrolled in an alternative summer TAKS/EOC remediation program, student performance on next TAKS/EOC administration will imprrove				
✔ = Accomplished　　◕ = Considerable　　◔ = Some Progress　　⬤ = No Progress　　✖ = Discontinue						

Goal 7: Migrant students will meet Federal and State Standards.

Performance Objective 4: Increase the number of migrant students served in summer migrant programs after migrating outside of Texas through the efforts of interstate coordination.

Summative Evaluation: The number of eligible migrant students in the summer migrant program will increase.

Strategy Description	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 states' summer migrant program staff of potential arrival of Texas students; and working with the 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 if needed				
2) Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	Principal, Counselor, Special Programs Director	Survey completed by receiving state's personnel (regarding access to Texas District's summer contact person and needed student information)				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

State Compensatory

Budget for Sunray High School:

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

Personnel for Sunray High School:

Name	Position	Program	FTE
Blankenship, Sandra	Teacher	Tutorials	0.05
Boswell, Dana	Teacher	Tutorials	0.05
Brewer, Beverly	Teacher	Tutorials	0.05
Cripps, Stephen	Teacher	Tutorials	0.05
Deana Woodward	Teacher	Tutorials	.05
Jeff DeBose	Teacher	Tutorials	.05
Lee, Kim	Teacher	HS TAKS Remediation	1.0
Rice, Caitlyn	Teacher	Tutorials	0.05
Stokes, Delma	Teacher	Tutorials	0.05
Tamahara Burdge	Teacher	Tutorials	.05