

Sunray Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard



*The mission of Sunray ISD is to ensure that **all** students are learners. The learning community accomplishes this mission by providing challenging, interesting and satisfying work that causes **all** students to be engaged in and persist with the work in order to learn what is important for them to learn. This learning will allow students to meet our high standards of achievement established for **all** students.*

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

Core Values: Student Performance: We will focus our learning efforts on improving the academic performance of **all** students. This focus will be demonstrated through excellence in teaching and learning. We will align our teaching with the Texas Essential Knowledge and Skills (TEKS) in order to foster learning of the knowledge and skills necessary for the success of **all** student learners. We will evaluate learning based on the performance of students on state assessments, other appropriate assessments and other student achievements.

Consumer Service: We will be the learning hub of the professional learning community by providing high quality educational services to the community. We will build positive, constructive relationships with students and parents based on mutual respect in order to build the learning community.

Highly Qualified Staff: We will provide leadership training and opportunities for service that inspire our staff to be the leaders of the learning community. We will provide the necessary support and build the capacity required to help our staff stay focused and energized as we grow into our vision as a true professional learning community. We will provide opportunities for collaboration, collective inquiry and research to allow staff to work together to develop high quality engaging work that will meet the learning needs of each individual student. We will hire and retain a highly qualified staff committed to our vision, mission, beliefs and values.

Use of Resources: We will be good stewards of our resources by effectively using our resources to improve student performance and provide quality experiences that will mold students into lifelong learners and quality citizens.

Vision

The vision of Sunray ISD 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 ISD is a small, rural district of 560 students. Currently, 56.2% of students were Hispanic and 41.0% were White, with the remaining 2.8% being other ethnicities. 47.9% of students were economically disadvantaged.

Demographics Strengths

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

Student Achievement

Student Achievement Summary

Student performance: District administrators and the DEIC have examined the disaggregated student performance at each campus and district wide for the 2015-16 school year. All three schools Met Standards. Personal graduation plans were prepared for secondary students who were not successful and each campus determined strategies to assist those students to become successful. In the spring, each campus will focus in on the four core areas with intervention strategies for identified sub-groups for the district and for each campus with special attention in the four core areas of ELAR, Math, Social Studies, and Science. Collaboration groups will continue to identify key TEKS objectives and student expectations where the weaknesses are occurring district wide and implement teaching/learning strategies to address these district needs. Collaboration groups will continue to develop an academic language to be used Pre-K through 12th grade to build common language throughout the district. **Special Populations:** Teachers will review disaggregated assessment data to determine the various needs of the sub-groups at the campus level. Each campus has varying needs for student performance in the different special population groups. Campuses will be responsible for establishing goals in order to reach 100% performance by 2020. The campuses will develop and implement strategies targeting the LEP, ESL students as well as the Hispanic and Economically Disadvantaged subgroups who were identified as the groups of concern at the district level. **College Entrance Exams:** The class of 2015 recorded an average ACT composite of 20.5, while the state average was 20.6. We will continue to encourage our junior and seniors to take and re-take the ACT for college admission. We will also disseminate information about the entrance exams for college admission and how to become exempt from these tests. We also provide study material and other information for the ACT/SAT/Accuplacer. We will continue to give the PLAN to all sophomores and the PSAT to juniors to get them familiar with the tests and seeing results - areas of strengths and weaknesses. We will make sure that all students are made aware of the 10% rule for college admission. We will also use OysseyWare software for test preparation and credit recovery as needed. Eighth grade students will have access to review materials and testing information also.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Professional Collegiality: Our goal is to promote professionalism and respect among our staff members. We take opportunities to celebrate successes and to have fellowship with our colleagues while at school and away from school. We do all we can to help keep staff members informed about different issues that might be of importance to them. We continue to provide various opportunities for fellowship revolving around the holidays and other special events. We will continue to distribute service pins and have an appreciation banquet. We look for ways to maintain morale in the district during these ever changing times in public education. We also collaborate on a weekly basis to help staff members work together for the good of all of our students.

Staff Development: The Staff was surveyed last spring and the results determine that the following areas are our focus for staff development this year: 1. Assessment and Accountability; 2. Technology - Google Training; 3. Inclusion; 4. Special Education; 5. Parent Involvement; 6. Various subject specific trainings. We are using TEKS Resource System for our district curriculum management system. Training and an incentive program for more staff members to earn their ESL endorsement is also provided. NTWSSA (Special Education) presented how the Student Assistant Teams must use the Response-To-Intervention (RTI) model and how the model applies to special education and the referral process to all staff members. A variety of technology trainings were offered for staff members to select the areas where they felt they were weakest in. Staff members will get their 30-hour GT training or their 6-hour update as required by law. Sunray will work with teachers who are not deemed to be Highly Qualified to attain that status.

Staff Quality, Recruitment, and Retention Strengths

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

Staff Quality, Recruitment, and Retention Needs

The staff recognizes their need for more training in STAAR/EOC, curriculum, and RTI. This will be a focus of training for our staff members this year. The district will also address this need in staff development and district collaboration meetings. Staff members will be trained in DMAC, ELPS, RTI, and Academic Language and other individual trainings as needed.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource System is Sunray ISD's curriculum management system. Teachers are required to follow the Instructional Focus Documents and develop Unit Assessments in TEKS Resource system or DMAC for their classrooms. This will help teachers and administrators predict student success on the state assessments in the spring. The data will be used to target students for our Response to Intervention Programs at all campuses. Teachers will also implement Sean Cain's Fundamental Five: Framing the Lesson, Working in the Power Zone, Purposeful Small Group Talk, Recognizing/Reinforcing Effort, and Writing Critically across the curriculum.

Curriculum, Instruction, and Assessment Strengths

Sunray ISD is making strides in full TEKS Resource System implementation in the core classrooms. Teachers will use the IFD and assessments from TEKS Resource System or DMAC to measure and improve their daily instruction.

Curriculum, Instruction, and Assessment Needs

Rigor in the classroom is a need for Sunray ISD. We will be implementing the Fundamental Five and TEKS Resource System's assessments in the classroom to increase rigor.

Family and Community Involvement

Family and Community Involvement Summary

Sunray ISD has opportunities for parents to be involved in the schools. We have a PTO at the elementary/middle school and several co-curricular parent "booster" clubs for parents to be actively involved in the school. Sunray ISD has opportunities for parents to volunteer and assist in the daily school routines. We have two days set aside for parent-teacher conferences where the parents are strongly encouraged to meet with their child's teacher(s). Sunray ISD will host a Meet the Teacher in August just prior to school starting. Parents are encouraged to attend all ARD, Section 504 and other parent 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. We will find ways to increase volunteerism and mentoring at the campuses. We have parent and community representatives on our Campuses and District Educational Improvement Councils. We also want to work to increase the use of technology as a communication tool. Parents are encouraged to join the e-mail lists at each of the campuses as well as to view the district website at www.sunrayisd.net.

Family and Community Involvement Strengths

Sunray ISD 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. 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. Student Portal has been set up to keep parents up-to-date on children's activities and progress. All written communication to parents is in both English and Spanish.

Family and Community Involvement Needs

Sunray ISD has an overall need to increase parent involvement. We need to actively recruit Hispanic and ELL parents. Hispanic parents, ELL and parents of children with special needs need to feel welcomed in the schools and to be involved as much as possible. Another need for parent involvement is to increase communication between the school and parents. This includes improving communication between booster clubs, parents and the schools, using more parent & community e-mails, social networking sites (for example: Facebook and Twitter) and keeping the website current.

Technology

Technology Summary

Sunray ISD tries to stay current with technology and technological trends. We have a current website, automatic calling system and SMARTboard technology incorporated daily. Each campus and the district also has a Facebook page to help keep parents and community informed.

Technology Strengths

Sunray ISD has provided a SMARTboard in almost every classroom. Before installation of the technology in the classrooms, professional development and training were required of teachers. Another strength is the new automatic calling system to notify teachers, parents and community members of information in a timely fashion.

Technology Needs

Sunray ISD updated the district technology plan in the spring of 2015, finish installing SMARTboard in remainder of teachers' classrooms, provide additional beginner and advance training for SMARTboards, develop 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. Several community members are showing their support of Sunray schools by mentoring struggling elementary school readers this year.

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 Veterans' Day program is one example of the community involvement programs that Sunray ISD 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 ISD hired a Programs Director to oversee the programs offered in the district (except for Special Education). Sunray ISD is part of the North West Texas Shared Services Arrangement (NTWSSA) Special Education Coop.

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

Compensatory Education: These funds are used to support Title 1 school-wide program as long as the campus poverty level is 50% or greater. This support is available at the elementary and middle schools. We plan to continue to use the funds in the following areas for “intensive” instruction to help students “at-risk of dropping out”. These areas include: tutorials, and supplemental materials to help students pass state assessments. Based on review of the data, these methods are proving to be the most effective measures to help these students. The areas of focus for at-risk will be all test areas as we try to close the gap for these students. 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/middle school 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 State Assessment remediation for Juniors and Seniors who have not shown success on the state assessments. We plan to move forward to include underclassmen as time and space allows. **Dyslexia:** Each campus has a dyslexia program. The District Dyslexia Committee will review procedures, forms, intervention strategies, curriculum and the District Handbook. A Dyslexia teacher will serve on each Student Campus Assistance Teams to help with intervention strategies and recommendations for possible screenings. **ESL:** The latest needs assessment demonstrates that the major focus for the ESL program is in staff development and the expansion of curriculum to include vocabulary to increase the academic language in all core areas of school. The program will continue to focus on language and reading development for all ESL students in the district. The district will continue to offer incentives to increase the number of teachers with an ESL endorsement. The district will use the on-line English reading and language arts sections of an approved norm-reference test for students in grades 2-12 supported by Region 16 ESC. **GT:** Advance Academic Services continue to be an area of focus as each campus parent/program survey revealed that this is an area of weakness for the district. We will continue to monitor the required training and ensure that staff members are trained as needed through Region 16. The campuses are conducting meetings outside the school day to meet the needs of the gifted students. The district will hold a parent information meeting in the fall. Identification of students will begin in early fall with the counselors and GT campus coordinators collecting nominations from parents, staff members and students. After screening the district GT committee will review the data and select the new students for the program. We will also participate in the seminars provided by Region 16 as well as other opportunities available at each campus. Campus GT coordinators will be responsible for these activities and other enrichment activities. **Migrant:** Numbers in this program are declining as we have adjusted to less migrant workers being used in the agricultural industry in our area. Needs assessments data shows that parental involvement and attendance are two key areas for this program to succeed. Priority

of Services Plans will be developed as needed and used to help the campus staff meet the needs of the students and to keep them on track for on-time graduation. Summer school for 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 plan to continue with the extended day program. This program will begin in January as a means to proactively help students who are in danger of failing a subject to be able to improve their grades. (Funding however will be less than in previous years.) It will also be used for our at-risk students and any student who has not been successful on state testing measures. We will also coordinate with SCE to expand the program to include the SSI grades of 5th and 8th. These students must pass the state assessment in Reading and/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 even though we have not had any students making an alert with the system. (This is a good thing). We will continue the program "Worth the Wait" to encourage abstinence among our students in grades 6-10. We are working on adopting a dating violence prevention plan. **Technology**: The Technology Committee revised the District Technology Plan last year. The Technology proficiencies for K-8 students as well as the high school course TEKS will be addressed at the campus level. We will continue to pursue grant opportunities if they become available. We will continue to use the new school website to address the increasing demand of having our information and data posted on the web in a timely manner. The community website and portal will be turned over to the city to operate as they deem necessary. **Title I – School-wide**: A school wide program exists at the elementary school and middle school allowing federal funds to help all students in the school to be more successful. Both campuses will continue to use Para-professionals for support in the regular classrooms. They will continue to offer intensive interventions for those students determined to have the need. Coordination with all other special programs will maximize services offered to the students. We will continue to build the parent resource center to help provide opportunities for parents to be involved in their child's education. **Special Education**: Working closely with the NWTSSA to meet the needs of our students as well as strengthening our pre-referral process and child intervention teams will continue to be one of our main areas of focus. Staff development focusing on developing appropriate interventions along with the effective use of assessment and progress monitoring data in the pre-referral process will be conducted through District-wide staff development. We will implement the Continuous Improvement Plan to ensure that we address this issue of over identification. This is a separate plan from the District Improvement Plan.

Programs Strengths

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

Programs Needs

The 2015-16 state testing shows that the ESL program improved over the previous years' testing 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 need to include a Dating Violence Prevention Plan to prevent dating abuse situations. We will need to review the Safety Audit and look at recommendations to improve in this area.

Operations

Operations Summary

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

Gold Performance Acknowledgements

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

Operations Strengths

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

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

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

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

Operations Needs

Attendance: Decreasing tardies, especially at the high school is an area of need.

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. A plan needs to be developed to strengthen Saturday School and ISS to make them a bigger deterrent to tardiness and absenteeism.

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
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals


Goal 1: 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 4th, 7th, 9th, and 10th Grade students will achieve proficient or better on within 2 years on the state Writing / ELA Test.

Summative Evaluation: Performance Indicator 1.1: The district average & subgroups of students will increase in writing in the aggregate who are at or above the proficient level in writing on the State's assessment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Critical Success Factors CSF 1 1) All students will produce at least one piece of writing per semester.	9	Teachers, Principals	Copies of student work, student writing portfolios				
Funding Sources: District							
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 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.	2, 4, 8, 9, 10	Teachers, Principal, NWTSSA Director, Special Programs Director	Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
Funding Sources: Coordination of District, Title I							
State System Safeguard Strategy Critical Success Factors CSF 1 3) An intervention period is included in the school day to provide acceleration of instruction for weak areas in Language Arts/ Writing.	2, 8, 9	Principals, Teachers	Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
Funding Sources: District							
4) CTE teachers will re-inforce core area TEKS in their classes.	2, 9	CTE Teachers, Principal	CTE students scores on state and local assessments will equal or be above non-CTE students scores.				
Funding Sources: District							
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 5) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	2, 8, 9, 10	Principals, Teachers	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.				
Funding Sources: Coordination of District, Title I							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.</p>	1, 3, 9, 10	ESL staff, Principals, Special Programs Director,	LEP student performance on state and local assessments including TELPAS will improve.				
Funding Sources: Coordination of District and Title III							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) 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.</p>	9	ELA teachers, Principal, AAS campus coordinator, Special Programs Director	Program offered, program feedback & assessment results				
Funding Sources: District							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) Students identified as Special Education, Dyslexic, LEP, or 504 will take STAAR practice tests and/or Benchmarks as determined by the appropriate committee.</p>	2, 9, 10	Special Programs Director, NWTSSA Director, ARD, LPAC, Dyslexia Committee, Principals	Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Students identified with Dyslexia will be served in a Dyslexia program to address their need for accelerated learning in Language Arts.</p>	3, 9, 10	Dyslexia teacher, Principal, Campus Dyslexia Committee, Special Programs Director	Student performance on state and local assessments will increase.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) Teachers will analyze TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.</p>	2, 8, 9, 10	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.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>11) Teachers will implement "Building Academic Vocabulary" in their daily instruction.</p>	9	Classroom teachers, Principal	Lesson plans will document "Building Academic Language" activities, word walls, student performance on state and local assessments will improve.				
Funding Sources: District							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>12) Teachers will implement TEKS Resource System's Scope and Sequence / Curriculum Management System in Language Arts and Writing.</p>	3, 9	Principals	Lesson plans, increase in student scores				
Funding Sources: District							

Critical Success Factors CSF 1 13) Teachers will integrate technology including Smartboard and iPads into classroom instruction following the TEKS and the District Technology Plan	2, 3, 9, 10	Teachers, Principal	Teacher lesson plans will document the use of technology.				
	Funding Sources: Coordination of District, Title I, and SCE						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7 14) Teachers will review local assessment data and communicate to the students and parents any scores that place the student in danger of failing.	3, 8, 9	Teachers, Principals	Teacher/Parent Contact logs will document the notification of poor performance.				
	Funding Sources: District						
Critical Success Factors CSF 2 CSF 7 15) Teachers will review testing data for all students using DMAC.	8, 9	Teachers, Principal	DMAC records of teacher use, lesson plans document interventions for students in need of assistance.				
	Funding Sources: District						
Critical Success Factors CSF 1 CSF 2 CSF 4 16) Interventions will be offered during the school day, before and after school tutorials as needed for supplemental instruction to address differences in English scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.	3, 9, 10	LA teachers,	Differences in state assessments scores between student groups and failure rates will decrease - individual student performance on state and local assessments will improve.				
	Funding Sources: Coordination of District, Title I, and SCE						
Critical Success Factors CSF 1 CSF 2 17) Students in grades K-8 will use the AR 360, Learning AtoZ, Brain Pop, I-Station, and STAR360, to address their need of assistance and acceleration in the areas of Language Arts.	3, 9, 10	Principal, Teachers	Participating students achievement will be equal to or better than non-participating students.				
	Funding Sources: Coordination of District, Title I, and SCE						
State System Safeguard Strategy Critical Success Factors CSF 7 18) Teachers of ELAR will participate in the instructional coaching model.	2, 3, 4, 9, 10	Principal, Superintendent	Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
	Funding Sources: Coordination of District and Federal Funds						
							

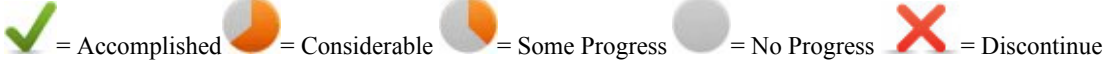
Goal 1: By 2019-2020, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science and social studies.

Performance Objective 2: All 5th, 8th, and 10th grade students will achieve proficient or better within 2 years on the state Science assessment.

Summative Evaluation: Performance Indicator 1.5: The district average & 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.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 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.	2, 3, 8, 9, 10	Teachers, Principals, NWTSSA Director, Special Program 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.				
				Funding Sources: Coordination of District, Title I			
State System Safeguard Strategy Critical Success Factors CSF 1 2) An intervention period is included in the school day to provide accelerated instruction for weak areas in science and other core subjects.	2, 8, 9	Principal, teachers	Master Schedule will show intervention period in school day.				
				Funding Sources: District			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) At least, 40% of science instruction will be lab activities and performance activities.	9	Science teachers, Principals	Teacher lesson plans, Lab projects, performance evaluations				
				Funding Sources: District			
4) CTE teachers will reinforce core area TEKS in their classes.	2, 9	CTE, Principals, Core Teachers	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.				
				Funding Sources: District			
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 5) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	2, 8, 9	Principals, Teachers	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.				
				Funding Sources: Coordination of District, Title I			

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.</p>	1, 3, 9, 10	ESL staff, Principals, Special Programs Director	LEP student performance on state and local assessments including TELPAS will improve				
Funding Sources: Coordination of District and Title III							
<p align="center">Critical Success Factors CSF 7</p> <p>7) Provide staff development opportunities for hands-on activities and implementation of experiments.</p>	3, 4, 9	Teachers, Principals	Sign-in sheets and Staff Development records will document hand-on and experiment activities training.				
Funding Sources: Coordination of District, Title I							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>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 science.</p>	9	Science Teachers, Principals, AAS Campus Coordinator, Special Programs Director	Program offered, program feedback & assessment results				
Funding Sources: District							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Students identified as Special Education, Dyslexic, or 504 will take state assessment practice tests and/or Benchmarks as determined by the appropriate committee.</p>	2, 9	Principals, Special Program Director, NWTSSA Director, Science teachers, ARD, LPAC, Dyslexia Committee	Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease.				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>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.</p>	2, 8, 9	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.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>11) Teachers will implement "Building Academic Vocabulary" in their daily instruction.</p>	9	Classroom teachers, Principal	Lesson plans will document "Building Academic Language" activities, word walls, student performance on state and local assessments will improve.				
Funding Sources: District							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>12) Teachers will implement TEKS Resource System's Scope and Sequence/Curriculum Management System for science.</p>	3, 9	Principal, Science teachers	Lesson plans will document the use of TEKS Resource System in planning, student performance on state and local assessments will improve.				
Funding Sources: District							

Critical Success Factors CSF 1 13) Teachers will integrate technology including Smartboards into their classrooms following the TEKS and the District Technology plan.	2, 3, 9	Principal, Science teachers	Teacher lesson plans will document the use of technology.				
	Funding Sources: Coordination of District, Title I, and SCE						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7 14) Teachers will review local assessment data and communicate to the students and parents any score that places the student in danger of failing	3, 8, 9	Teachers, Principals	Teacher/Parent Contact Logs will document the notification of poor performance.				
	Funding Sources: District						
Critical Success Factors CSF 2 CSF 7 15) Teachers will review testing data for all students using DMAC.	8, 9	Teachers, Principal	DMAC records of teacher use, lesson plans document interventions for students in need of assistance.				
	Funding Sources: District						
Critical Success Factors CSF 1 CSF 2 CSF 4 16) Interventions will be offered during the school day, and tutorials 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 and to make up missing grades.	3, 9, 10	Science teachers, Principals	Differences in semester exam scores between student groups will decrease. Failure rate will decrease.				
	Funding Sources: Coordination of District, Title I, and SCE						
17) Students in grades K-8 will use the Success Maker program to address their need of assistance and acceleration in the areas of Science.	3, 9, 10	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students.				
	Funding Sources: Coordination of District, Title I, and SCE						
State System Safeguard Strategy Critical Success Factors CSF 7 18) Teachers of Science will participate in the instructional coaching model.	2, 3, 4, 9, 10	Principal, Superintendent	Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
	Funding Sources: Coordination of District and Federal Funds						
							






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 8th and 11th Grade level students will achieve proficient or better within 2 years on the state Social Studies assessment.

Summative Evaluation: The district average & 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 assessment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing.</p>	2, 4, 8, 9, 10	Classroom teachers, Principals, 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.				
Funding Sources: Coordination of District, Title I							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) An intervention period is included in the school day to provide accelerated instruction for weak areas in Social Studies and other core subjects.</p>	2, 8, 9	Principal	Master Schedule will show intervention period in school day.				
Funding Sources: District							
<p>3) CTE teachers will reinforce core area TEKS in their classrooms.</p>	2, 9	CTE teachers, Principal, Core Teachers	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.				
Funding Sources: District							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.</p>	2, 8, 9, 10	Principals, Teachers	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.				
Funding Sources: Coordination of District, Title I							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.</p>	1, 3, 9, 10	ESL staff, Principals, Special Programs Director	LEP student performance on state and local assessments including TELPAS will improve.				
Funding Sources: Coordination of District and Title III							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) 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.</p>	9	Social Studies Teachers, Principal, Campus AAS Coordinator, Special Programs Director	Program offered, Program Feedback & assessment results				
Funding Sources: District							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) Students identified as Special Education, Dyslexic, or 504 will take state assessment tests and/or Benchmarks as determined by the appropriate committee.</p>	2, 9, 10	Special Program Director, NWTSSA Director, Social Studies teachers, ARD, LPAC, Dyslexia Committee	Student performance on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Teachers will analyze TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.</p>	2, 8, 9, 10	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.				
Funding Sources: Coordination of District, Title I, and SCE							
<p>9) Teachers will integrate technology including SmartBoards and iPads into classroom instruction following TEKS and the District Technology Plan.</p>	3, 9, 10	Social Studies Teachers, Principal	Teacher lesson plans will document the use of technology.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) Teachers will implement "Building Academic Vocabulary" activities in their daily instruction.</p>	9	Classroom teachers, Principal	Lesson plans will document Building Academic Language activities, word walls, student performance on state and local assessments will improve.				
Funding Sources: District							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>11) Teachers will implement TEKS Resource System's Scope and Sequence / Curriculum for social studies.</p>	3, 9	Social Studies Teachers, Principals	Lesson plans will document use of TEKS Resource System in planning, student performance on state and local assessment will improve.				
Funding Sources: District							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7</p> <p>12) Teachers will review local assessment data and communicate to the students and parents any scores that place the student in danger of failing.</p>	3, 8, 9	Classroom teachers, Principals	Teacher/Parent Contact Log will document the notification of poor performance.				
Funding Sources: District							

<p align="center">Critical Success Factors CSF 2 CSF 7</p> <p>13) Teachers will review testing data for all students using DMAC.</p>	8, 9	Teachers, Principals	DMAC records of teacher use, lesson plans document interventions for students in need of assistance. Student performance on state and local assessments will improve.				
Funding Sources: District							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 4</p> <p>14) Interventions will be offered before/after school as needed for supplemental instruction to address differences in social studies scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk and to make up missing grades.</p>	9, 10	Social Studies Teachers, Principal	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.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>15) Students in grades 5-11 will use OdysseyWare to address their need of assistance and acceleration in the area of Social Studies.</p>	3, 9, 10	Teacher, Principal	Participating students' achievement will be equal to or better than non-participating students.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>16) Teachers of Social Studies will participate in the instructional coaching model</p>	2, 3, 4, 9, 10	Principal, Superintendent	Student score on state and local assessments will improve and number of students failing and/or dropouts (non-completers) will decrease				
Funding Sources: Coordination of District and Federal Funds							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


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 students will achieve proficient or better within 2 years on the state Reading assessments.

Summative Evaluation: The district average & subgroups of students will increase in reading in the aggregate who are at or above the proficient level in reading on the State's assessment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies prior to a student failing.	2, 4, 8, 9, 10	Principals, teachers, NWTSSA Director, Special Program 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.				
	Funding Sources: Coordination of District, Title I						
Critical Success Factors CSF 1 2) An intervention period is included in the school day to provide acceleration of instruction for students struggling with reading.	2, 8, 9	Principal, Teachers	Master Schedule will show intervention period during school day.				
	Funding Sources: District						
3) CTE teachers will reinforce core area TEKS in their classes.	2, 9	CTE teachers, Principal	CTE student scores on CBA and state assessments will equal or be above the non-CTE student scores.				
	Funding Sources: District						
Critical Success Factors CSF 1 CSF 2 4) Curriculum based assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.	2, 8, 9, 10	Principals	Lesson plans will document RTI interventions and student performance will improve				
	Funding Sources: Coordination of District, Title I						
Critical Success Factors CSF 1 5) Elementary Campus will have Pre-Kindergarten classes that serve qualifying children starting at 4.	3, 7, 9, 10	Elementary Principal	Students served by Pre-Kindergarten test scores will be monitored to ensure they are equal to or above those students who did not attend Pre-Kindergarten.				
	Funding Sources: Coordination of District, Title I, and SCE						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 6) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.	1, 3, 9, 10	ESL staff, Principals, Special Programs Director	LEP student performance on state and local assessments including TELPAS will improve.				
	Funding Sources: Coordination of District and Title III						
Critical Success Factors CSF 1 CSF 2 7) Students identified as gifted and talented will participate in the Advance Academic Services Program in order to meet their needs in the area of Reading.	9	Reading, ELA teachers, Principals	Program offered, Program Feedback & Assessment results				
	Funding Sources: District						

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) Students identified as Special Education, Dyslexic, LEP, or 504 will take state assessment practice tests and/or Benchmarks as determined by the appropriate committee.</p>	2, 9, 10	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				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Students identified with Dyslexia will be served in a Dyslexia program to address their need for accelerated learning in Reading.</p>	3, 9, 10	Dyslexia teachers, Principals, Special Programs Director	Dyslexia student performance on state and local assessments will improve.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) Teachers will analyze TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.</p>	2, 8, 9, 10	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.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>11) Teachers will implement "Building Academic Vocabulary" into their daily instruction.</p>	9	Classroom teachers, Principals	Lesson plans will document Building Academic Language activities, word walls, and student performance on state and local assessments will improve.				
Funding Sources: District							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>12) Teachers will implement TEKS Resource System's scope and sequence / curriculum for reading.</p>	3, 9	Teachers, Principals	Lesson plans will document use of TEKS Resource System in planning, student performance on state and local assessments will improve.				
Funding Sources: District							
<p align="center">Critical Success Factors CSF 1</p> <p>13) Teachers will integrate technology including SmartBoard into their instruction following the TEKS and the District Technology Plan.</p>	2, 3, 9, 10	Teachers, Principal	Lesson plans will document the use of technology.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7</p> <p>14) Teachers will review local assessment results and communicate to the students and parents any results that place the student in danger of failing.</p>	3, 8, 9	Principals, teachers	Teacher/Parent contact logs will document the notification of poor performance.				
Funding Sources: District							
<p align="center">Critical Success Factors CSF 2 CSF 7</p> <p>15) Teachers will review testing data for all students using DMAC.</p>	8, 9	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.				
Funding Sources: District							

Critical Success Factors CSF 1 CSF 2 CSF 4 16) Interventions will be offered during the school day, before/after school and on Saturday as needed for supplemental instruction to address differences in reading scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk students.	9, 10	Classroom teachers, Principal	Differences on state and local assessments between the varied student groups and failure rates will decrease, student performance on state and local assessments will improve.				
	Funding Sources: Coordination of District, Title I, and SCE						
17) Students in grades K-8 will use the Success Maker program to address their need of assistance and acceleration in the areas of Reading.	3, 9, 10	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students.				
	Funding Sources: Coordination of District, Title I, and SCE						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 18) Teachers of reading will participate in the instructional coaching model.		Principal, Superintendent	Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
	Funding Sources: Coordination of District and Federal Funds						
							


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 5: All students will achieve at least proficient or better within 2 years on the state Math assessment.

Summative Evaluation: The district average & 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.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing.</p>	2, 4, 8, 9, 10	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.				
Funding Sources: Coordination of District, Title I							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) An intervention period is included in the school day to provide acceleration of instruction for weak areas in mathematics.</p>	2, 8, 9	Principal, Teachers	Master schedule will show intervention period during school day.				
Funding Sources: District							
<p>3) CTE teachers will reinforce core area TEKS in their classes.</p>	2, 9	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.				
Funding Sources: District							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.</p>	2, 8, 9, 10	Principals and teachers	Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.				
Funding Sources: Coordination of District, Title I							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) ESL students will be served in an ESL class and/or with ESL assistance in the core classes.</p>	1, 3, 9, 10	ESL staff, Principals, Special Programs Director	LEP student performance on state and local assessments including TELPAS will improve.				
Funding Sources: Coordination of District and Title III							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>6) Students identified as gifted and talented will participate in the Advance Academic Services Program in order to meet their needs in the area of math.</p>	9	Math teachers, Principal, AAS campus coordinator, Special Programs Director	Program offered, Program feedback&Assessment results				
Funding Sources: District							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) Students identified as Special Education, Dyslexic, LEP, or 504 will take state assessment practice tests and/or Benchmarks as determined by the appropriate committee.</p>	2, 9, 10	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				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Teachers will analyze TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.</p>	2, 8, 9, 10	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.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) Teachers will teach the Academic Vocabulary supporting Conceptual Development in their daily instruction.</p>	9	Classroom teachers, Principal	Lesson plans will document "Key Academic Language" activities, word walls, student performance on state and local assessments will improve.				
Funding Sources: District							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) Teachers will implement TEKS Resource System's Scope and Sequence / Curriculum in mathematics.</p>	3, 9	Classroom Teachers, Principal	Lesson plans will document use of TEKS Resource System in planning, student performance on state and local assessment will improve.				
Funding Sources: District							
<p align="center">Critical Success Factors CSF 1</p> <p>11) Teachers will integrate technology including SmartBoards and iPads into their instruction following the TEKS and the District Technology Plan.</p>	2, 3, 9, 10	Classroom teachers, principals	Teacher lesson plans will document the use of technology.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7</p> <p>12) Teachers will review local assessment data and communicate to the students and parents any scores that place the student in danger of failing.</p>	3, 8, 9	Teachers, Principals	Teacher/Parent Contact logs will document the notification of poor performance.				
Funding Sources: District							






Critical Success Factors CSF 2 CSF 7 13) Teachers will review testing data for all students using DMAC.	8, 9	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.				
	Funding Sources: District						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 14) Interventions 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.	9, 10	Classroom 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.				
	Funding Sources: Coordination of District, Title I, and SCE						
15) Students in grades K-8 will use the Success Maker program to address their need of assistance and acceleration in the areas of Math.	3, 9, 10	Teachers, Principal	Participating students' achievement will be equal to or better than non-participating students.				
	Funding Sources: Coordination of District, Title I, and SCE						
State System Safeguard Strategy Critical Success Factors CSF 7 16) Teachers of Math will participate in the instructional coaching model.	2, 3, 4, 9, 10	Principal, Superintendent	Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease				
	Funding Sources: Coordination of District and Federal Funds						
							

Goal 2: All Limited English Proficient (LEP) students will become proficient in English & 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 5% on the state Math test.

Summative Evaluation: 70% of Limited English Proficient (LEP) students will be at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) All core teachers are encouraged to attain their ESL certification to be better qualified to serve ESL/Bilingual students in their classes with an incentive plan for certification.</p>	3, 4, 9, 10	Principals, Superintendent	ExCET or TExES results submitted to Principal and Superintendent				
Funding Sources: Coordination of District and Title III							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) All Teachers will be trained in Response to Intervention (RTI) model and will use intervention strategies prior to a student failing.</p>	2, 4, 8, 9, 10	Math Teachers, Principal, Special Programs Director, ESL / Bi-lingual teachers	Decrease in number of failures, drop-outs, and non-completion				
Funding Sources: Coordination of District, Title I, Title III and S							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) ESL classes will be set up in the schedule to offer ESL and LEP students assistance in advancing at least one level in English proficiency.</p>	1, 3, 9, 10	ESL teacher, Principal, Special Programs Director	Show a reduction in any disparity in performance on assessment instruments between LEP (ESL) students and all other students. Decrease in failure rate. Increase in standardized test scores.				
Funding Sources: Coordination of District and Title III							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) ESL teacher will coordinate with Math teachers to present lessons to assist with students' understanding of and reinforcement of concepts taught in class.</p>	3, 9, 10	ESL Staff members, Math teachers, Principals, Special Programs Director	Improvement of LEP students scores in Math				
Funding Sources: Coordination of District and Title III							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Provide effective training for all classroom teachers and mentors concerning innovative techniques and strategies addressing LEP student needs.</p>	4, 9, 10	Principals, Special Programs Director, ESL staff members	Lesson plans will document the use of appropriate strategies used to meet the needs of their LEP students.				
Funding Sources: Coordination of District and Title III							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) Students identified as Special Education, Dyslexic, 504 or LEP will take state assessment practice tests and/or Benchmarks as determined by the appropriate committee.</p>	2, 9, 10	Special Program Director, ESL/Bilingual Staff, LPAC	Individual scores will increase.				
Funding Sources: Coordination of District and Title III							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>7) Teachers will implement "Building Academic Vocabulary" in all math classes to increase academic vocabulary for the LEP students</p>	9	Math Teachers	Increase in scores on Benchmarks, CBAs, and TELPAS				
Funding Sources: District							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>8) Teachers will implement English Language Proficiency Standards (ELPS) into their daily instruction to increase LEP student's English Acquisition.</p>	1, 3, 9	Classroom teachers, Principals	Lesson plans, increase student performance on TELPAS and other state assessments				
Funding Sources: Coordination of District and Title III							
<p align="center">Critical Success Factors CSF 1</p> <p>9) Teachers will use a variety of computer assistance programs for interventions with the LEP students to improve their understanding of math concepts.</p>	9, 10	Classroom teachers	Students scores will increase.				
Funding Sources: Coordination of District and Title III							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>10) Interventions before/after school, extended day and in school interventions will be offered to LEP students struggling with Mathematics to increase their understanding of Math Concepts.</p>	3, 9, 10	Classroom teachers, Principals	Student performance on state and local assessments will improve.				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">Critical Success Factors CSF 1</p> <p>11) Teachers will incorporate SmartBoard (interactive white board) technologies into their lessons.</p>	2, 3, 9, 10	Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>12) Add a certified ESL teacher to the Elementary Campus to service Beginner and Intermediate Level students in a pull out program.</p>	3, 9, 10	Principal	Students will improve at least 5% on state assessments, benchmarks, and local assessments.				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 2: All Limited English Proficient (LEP) students will become proficient in English & 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 5% on the state language arts tests.

Summative Evaluation: 70% of Limited English Proficient (LEP) students will be at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) All core teachers are encourage to attain their ESL certification to be better qualified to serve our ESL students in their classes with an incentive plan for certification.</p>	3, 4, 9, 10	Principals, Superintendent	ExCET or TExES results submitted to Principal and Superintendent.				
Funding Sources: Coordination of District and Title III							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) All teachers will be trained in the Response-to-Intervention model and will use intervention strategies prior to a student failing.</p>	2, 4, 8, 9, 10	Principal, NTWSSA Director, Special Program Director	Decrease in the number of failures, drop-outs and noncompletion students.				
Funding Sources: Coordination of District, Title I, Title III and S							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) ESL classes will be set up in the schedule to offer ESL and LEP students assistance in advancing at least one level in English proficiency.</p>	1, 3, 9, 10	ESL/Bi-lingual staff, LA staff members, Special Programs Director	Show a reduction in any disparity in performance on assessment instruments between LEP (ESL) students and all other students. Decrease in failure rate. Increase in standardized test scores.				
Funding Sources: Coordination of District and Title III							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) ESL teacher will coordinate with Language Arts teachers to present lessons to assist with students' understanding of and reinforcement of concepts taught in class.</p>	3, 9, 10	ESL teacher, Language Arts Teachers	Improvement of LEP students scores in English, Reading.				
Funding Sources: Coordination of District and Title III							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>5) Provide effective training for all classroom teachers and mentors concerning innovative techniques and strategies addressing LEP students.</p>	4, 9, 10	Special Programs Director, ESL/Bilingual staff members	Lesson plans will document appropriate strategies to meet the needs of their LEP Students				
Funding Sources: Coordination of District and Title III							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Students identified as Special Education, Dyslexic, 504 or LEP will take state assessments practice tests and/or Benchmarks as determined by the appropriate committee.</p>	2, 9, 10	ESL/Bi-lingual teachers, Special Programs Director, LPAC	Individual scores will increase.				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>7) Teachers will implement "Building Academic Vocabulary" in all ELA/Reading classes to increase academic language for the LEP students.</p>	9	ELA/Reading Teachers, Principal	Increase in student scores on Benchmarks, CBAs, and TELPAS				
Funding Sources: District							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Teachers will implement the English Language Proficiency Standards (ELPS) into their daily instruction to increase LEP students English acquisition.</p>	1, 3, 9, 10	Classroom teachers, Principals	Lesson plans, student performance on TELPAS and other state and/or local assessments will increase				
Funding Sources: Coordination of District and Title III							
<p align="center">Critical Success Factors CSF 1</p> <p>9) Teachers will use a variety of computer assistance programs for interventions with the LEP students to improve their understanding of Reading/Language Arts concepts.</p>	9, 10	Classroom teachers, Principals	Students scores on state assessments will increase.				
Funding Sources: Coordination of District and Title III							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Interventions before/after school, extended day and in school interventions will be offered to LEP students struggling with ELA/Reading to increase their understanding of ELA/Reading concepts.</p>	3, 9, 10	Classroom Teachers, Principals	Students scores on state and local assessments will increase.				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">Critical Success Factors CSF 1</p> <p>11) Teachers will incorporate SmartBoard (interactive white board) technologies into their lessons.</p>	2, 3, 9, 10	Teacher, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>12) Add a certified ESL teacher to the Elementary Campus to service Beginner and Intermediate Level students in a pull out program.</p>	3, 9, 10	Principal	Students will improve at least 5% on state assessments, benchmarks, and local assessments.				
Funding Sources: Coordination of District, Title I, Title III and S							

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>13) ESL will participate in Reading Recovery if qualifies to improve their Reading abilities</p>	<p>3, 8, 9, 10</p>	<p>Elementary Principal, Reading Recovery Teacher, ESL teacher, Special Program Director</p>	<p>ESL Students scores on state assessment will increase</p>				
<p>Funding Sources: Coordination of District and Federal Funds</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 2: All Limited English Proficient (LEP) students will become proficient in English & 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.

Summative Evaluation: At least 60% of Limited English Proficient (LEP) students, determined by cohort, will advance 1 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
<p>Critical Success Factors CSF 2</p> <p>1) Administer to new students a Language Proficiency Test, if the Home Survey indicates English is not spoke in the home and a norm reference standardized achievement test indicates the student is not English proficient</p>	1, 8	Special Programs Director, Principals, ESL/Bilingual Staff members	Language Proficiency Test results				
Funding Sources: District							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) All teachers will be trained in the Response-to-Intervention model and will use intervention strategies prior to a student failing.</p>	2, 4, 8, 9	Principal, teachers, NWTSSA Director, Special Programs Director, Superintendent	Decrease in the number of failures, drop-outs and noncompletion students.				
Funding Sources: Coordination of District, Title I, Title III and S							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) An intervention period will be included into the school day to provide acceleration of weak areas in Language Arts / Math / Science / Social Studies.</p>	2, 8, 9	All teachers, Math and Literacy Coaches, Administration	Individual scores will increase. Overall results will be reported to the DEIC.				
Funding Sources: District							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Core teachers will implement "Building Academic Vocabulary" into their daily instruction to increase academic vocabulary for the LEP students.</p>	9	Core teachers, Principal	Increase in student scores on local and state assessments including TELPAS				
Funding Sources: District							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) ESL teacher will coordinate with core teachers to present lessons to assist with students' understanding of and reinforcement of concepts taught in class.</p>	3, 9, 10	ESL teacher, Core Teachers	Improvement of LEP students scores in English, Reading, Social Studies and Science.				
Funding Sources: Coordination of District, Title I, Title III and S							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) ESL teachers will continue to monitor students who have exited ESL program for two years and students who have been denied ESL instruction by a parent waiver of services.</p>	8, 9, 10	ESL Teachers, Principals, and Special Program Director	SCAT and student monitoring forms				
Funding Sources: Coordination of District and Title III							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 4 CSF 7</p> <p>7) Provide Beginner-Intermediate ESL students with a minimum of 45 minutes of ESL instruction each day in addition to the regular education classroom setting.</p>	1, 3, 9, 10	Principals, ESL staff, Special Programs Director	Show a reduction in any disparity in performance on assessment instruments between LEP (ESL) students and all other students. Decrease in failure rate. Increase in standardized test scores.				
Funding Sources: Coordination of District and Title III							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>8) Provide peer and/or adult tutoring and enrichment opportunities within the school day.</p>	9	ESL/Bilingual staff members, Principals, Classroom teachers	CBA, Benchmark, State Assessment, and TELPAS test scores will increase				
Funding Sources: District							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) Students identified as Special Education, Dyslexic, 504 or LEP will take state assessment practice tests and/or Benchmarks as determined by the appropriate committee.</p>	2, 9, 10	Special Programs Director, LPAC	LEP student scores will increase.				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>10) Teachers will implement the English Language Proficiency Standards (ELPS) into their daily instruction to increase LEP students English acquisition.</p>	3, 9, 10	Classroom teachers, Principals	Lesson plans and student performance on state, including TELPAS, and local assessments will increase				
Funding Sources: Coordination of District and Title III							
<p align="center">Critical Success Factors CSF 1</p> <p>11) Teachers will use a variety of computer assistance programs to increase English acquisition for the LEP students.</p>	9, 10	Classroom teachers, ESL teachers, Principals	Student scores will increase on state, including TELPAS, and local assessments.				
Funding Sources: Coordination of District and Title III							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>12) Tutorials before/after school, interventions during and extended day will be offered as needed for supplemental instruction to address differences in English scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.</p>	3, 9, 10	Classroom Teachers, Principals	Student performance on state and local assessments will improve.				
Funding Sources: Coordination of District, Title I, and SCE							


<p align="center">Critical Success Factors CSF 1</p> <p>13) Teachers will incorporate SmartBoard (interactive white board) technologies into their lessons.</p>	2, 3, 9, 10	Teachers, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
Funding Sources: Coordination of District, Title I, and SCE							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>14) A certified ESL teacher to the Elementary Campus to service Beginner and Intermediate Level students in a pull out program.</p>	3, 9, 10	Principal	Students will improve at least 5% on state assessments, benchmarks, and local assessments.				
Funding Sources: Coordination of District, Title I, Title III and S							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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 high school with a recommended high school diploma will be at least 95% of the students per year- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; calculated in the same manner as used in National Center for Educational Statistics reports on Common Core of 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 when test taking for students who may have temporary or permanent disabilities.	2, 9, 10	504 Committee, Special Program Director	Accommodation form				
Funding Sources: Coordination of District, Title I, Title III and S							
2) ARD committees will address post secondary plan for all special education students.	1, 9, 10	NWTSSA Director, Transitions teacher	Parent, student survey, and state indicator (#14).				
Funding Sources: Coordination of District, Title I, and SCE							
3) Counselors will assist students in building a Personal Graduation Plan (PGP) and with correctly filling out applications for grants, scholarships, and college entrance.	1, 9, 10	Counselors	Completion of Personal Graduation Plans for students by the end of the year.				
Funding Sources: Coordination of District and SCE							
4) Counselors will meet with students to encourage students to take more rigorous courses for college preparation.	1, 9	Counselors, Principals	Number of students on recommended graduation plans will be maintained or increase.				
Funding Sources: District							
5) Daily attendance will be monitored through parent contact according to district procedures.	1, 9	School Secretary	Parent Contact Log, Parent Portal				
Funding Sources: District							
6) District administration of pre-college readiness test at High School provided to ensure all students have the opportunity to test.	9	Counselors	5% increased number of participants signed up for testing over last year and the number of students going on to higher education.				
Funding Sources: District							
7) Parent Nights, Financial Aid Nights/ College Nights publicized through flyers, mail outs, announcements, marquee, and Counselor Corner on the District's website	1, 6, 9	Counselors	Sign-in sheets of parent involvement.				
Funding Sources: District							
8) Promote enrollment in dual credit classes.	3, 9	Counselors, Teachers	Enrollment forms, dual credit class rosters				
Funding Sources: District							
9) Provide information for students and parents about exams and college entrance requirements through the college and scholarship centers, individual conferences, and parent letters.	6, 9	Counselors	Sign-in sheets, class visitation schedule, graduate tracking form maintained in counseling office.				
Funding Sources: District							


10) Provide students with test preparation skills (ACT study guide, SAT study guides, sample tests, websites, and Kaplan).	1, 9	Counselors, Teachers	Test scores and the number of students receiving test preparation skills will increase.				
	Funding Sources: District						
11) Tutoring for state assessments will be offered to all students as needed prior to test dates.	3, 9, 10	Principal	Review test results for students				
	Funding Sources: Coordination of District and SCE						
12) Teachers will incorporate SmartBoard (interactive white board) technologies into their lessons.	2, 3, 9, 10	Teacher, Principal	Lesson plans, walk throughs, increase in student engagement and achievement.				
	Funding Sources: Coordination of District, Title I, and SCE						
13) Students in grades 1-11 will use OdysseyWare to address their need of assistance and acceleration in the area of Writing, ELA, Reading, Science, Social Studies.	3, 9, 10	Teacher, Principal	Participating students' achievement will be equal to or better than non-participating students.				
	Funding Sources: Coordination of District, Title I, and SCE						
14) Students in grades K-8 will use the Success Maker program to address their need of assistance and acceleration in the areas of Reading, Math, and Science.	3, 9, 10	Teacher, Principal	Participating students' achievement will be equal to or better than non-participating students				
	Funding Sources: Coordination of District, Title I, and SCE						
							

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 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; calculated in the same manner as used in the National Center of Education Statistics reports on Common Core of 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 test taking.	2, 9, 10	504 Committee, Special Program Director	Accommodation sheets				
Funding Sources: Coordination of District, Title I, and SCE							
2) All Honor students beginning in the 10th grade will take the TSI.	9	Counselors	PLAN report				
Funding Sources: District							
3) All Students Campus Assistance Teams will review students' needs and match campus and/or district programs that will assist them. Programs that are available district wide: tutoring, intervention, After-school Detention, Saturday School, Learning Labs, Title I, and State Compensatory Education programs.	2, 9, 10	Assistance Team, Special Program Director, NWTSSA Director	The special services director will report each semester the number of student referrals to special services as compared to the two prior years.				
Funding Sources: Coordination of District, Title I, and SCE							
4) All students will have the opportunity to learn about career fields.	1, 9	Principals, Counselors	Counselors will include career education in the district guidance plan, career fairs, and guest speakers.				
Funding Sources: District							
5) Career Expo to increase awareness of college/career paths.	1, 9	Counselors	Sign-in sheets and student evaluations.				
Funding Sources: Coordination of District and SCE							
6) CTE courses will be offered with input from students.	9	Counselors and CTE director	The student data will show areas where an interest in CTE courses currently offered is and other requested CTE courses that may be added in the future.				
Funding Sources: District							
7) GED prep will be offered through Odyessyware in the learning lab at the high school and applicants will be referred to Amarillo College for testing.	9	Principal Learning Lab Staff Counselor	GED Enrollment				
Funding Sources: District							
8) High School credit recovery program offered through OdysseyWare.	1, 9, 10	High School Counselors, Principal	Report of number of students receiving credit through OdysseyWare				
Funding Sources: Coordination of District and SCE							






9) Homebound services will be provided to all students that have a documented reason for services.	3, 9	Core Team, ARD, Special Program Director, NWTSSA Director, Principal	NWTSSA Director will report the number of "Homebound" students served by regular ed and special ed.				
	Funding Sources: District						
10) Increase student's academic achievement through the integration of CTE and technology curriculum.	3, 9, 10	Principal, CTE Director	The core subjects scope and sequences will support curriculum integration of CTE technology.				
	Funding Sources: Coordination of District, Title I, and SCE						
11) Pregnancy related services will be provided as needed.	3, 9, 10	Counselor	Student success rate				
	Funding Sources: Coordination of District and SCE						
12) Students "at-risk" of dropping out will be identified and intervention strategies will be developed for each as needed.	1, 3, 9, 10	Principals Student Assistant Teams Counselor	Plans developed				
	Funding Sources: Coordination of District and SCE						
13) Students considering dropping out will attend a mandatory intervention conference with an administrator and a counselor.	1, 9, 10	Principal and Counselor	AEIS Completion rate, conference form				
	Funding Sources: Coordination of District and SCE						
14) Teachers will incorporate SmartBoard (interactive white board) technologies into their daily lessons.	3, 9, 10	Teacher, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
	Funding Sources: Coordination of District, Title I, and SCE						
15) Students in grades 1-11 will use OdysseyWare to address their need of assistance and acceleration in the area of Writing, ELA, Reading, Science, Social Studies.	3, 9, 10	Teacher, Principal	Participating students' achievement will be equal to or better than non-participating students.				
	Funding Sources: Coordination of District, Title I, and SCE						
16) Students in grades K-8 will use the Success Maker program to address their need of assistance and acceleration in the areas of Reading, Math, and Science.	3, 9, 10	Teacher, Principal	Participating students' achievement will be equal to or better than non-participating students.				
	Funding Sources: Coordination of District, Title I, and SCE						
							

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 will increase by 5% as indicated by sign-in sheets and parent surveys.

Summative Evaluation: The Principals will report the number of parents and community members who attended events and return surveys to the schools to the Superintendent

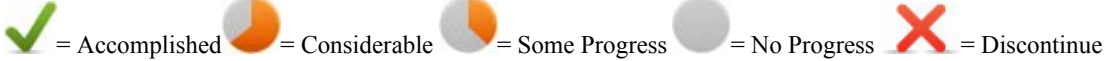
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All teachers will have parent conferences twice a year (once in the fall and once in the spring) with parents.		Teachers, Principals, Superintendent	Parent Sign-in sheets, notes from conferences, Parent Surveys				
	Funding Sources: Coordination of District, Title I, and SCE						
2) A Spanish version of the student handbook will be provided to parents who request it.		Principals, Superintendent	Parent Surveys				
	Funding Sources: District						
3) Continue the practice of parent notification of academic performance at the end of three weeks.		Teachers	Copies of signed failing progress reports, copies of Student Assistance Teams letters and forms, and Parent Surveys				
	Funding Sources: District						
4) Each Campus will host a "Back to School Open House" just prior to school starting.		Teachers, Principals, Superintendent	Parent Sign-in sheets on each campus				
	Funding Sources: District						
5) Sunray Elementary and Middle School will host a Veterans' Day program and luncheon for the community.		Principal, Veteran's Day committee	Sign-in sheets, end of year survey of student, parents, teachers, community members				
	Funding Sources: District						
6) Sunray Elementary will host various programs for Moms, Dads and Grandparents throughout the year (i.e. Muffins for Moms, Doughnuts for Dads, Grandparents luncheon, etc).		Principals, CEIC committees	Sign-in sheets, end of year surveys of parents, teachers, community members and students.				
	Funding Sources: District						
7) Teacher will make a personal parent contact at least every three weeks for students with unsatisfactory academic/behavior performance.		Teachers, Principals, Superintendent	Teachers' records will reflect progress reports issued and returned, Parent surveys				
	Funding Sources: District						
8) The District Educational Improvement Council will include three parents of SISD students, two representative from the local community, two business representatives, seven teachers, and the administrative staff members.		Superintendent	Minutes of monthly meetings will document attendance and participation.				
	Funding Sources: District						
9) The District will have informational guides printed and included in the City of Sunray bills as needed.		Superintendent	Copy of informational guides, parent surveys				
	Funding Sources: District						

10) The Student Council will host a Thanksgiving Dinner for the Senior Citizens of Sunray.		HS Counselor	Sign in sheets, End of year student, parent, teacher and community surveys				
Funding Sources: District							
 = 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: All campuses will maintain or exceed the state attendance rate of 96%.


Summative Evaluation: Attendance rate as measured by the Academic Excellence Indicator System

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 absences or tardies.	1, 9	Principal Secretary	Letters, e-mails and/or call logs showing contacts made with parents. Decrease in absenteeism				
	Funding Sources: District						
2) Perfect attendance will be rewarded at student assemblies.	9	Principal	Number of students receiving rewards for perfect attendance each six weeks and for the year.				
	Funding Sources: District						
3) Afterschool detention will be used to provide opportunity to meet 90% attendance requirement and/or as a deterrent for excessive tardies.	3, 9, 10	Principal Secretary	six week attendance report After School Roster numbers				
	Funding Sources: Coordination of District and SCE						
4) Student Assistance Teams will monitor attendance at each campus along with the principal	1, 9	Assistance Team, Principal	Student assistance team documentation six week attendance reports				
	Funding Sources: District						
5) The attendance committee will develop attendance contracts for students who are having attendance issues.	9	Principals	Attendance will increase.				
	Funding Sources: District						
							

Goal 5: 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) An ISS room for students experiencing less serious disciplinary behaviors will be used.	9	Principal	Progress reports and disciplinary slips will show improved achievement and fewer infractions of students who were placed in ISS after returning to the regular classroom.				
Funding Sources: District							
2) All campuses will develop and implement a anti-bullying plan including activities to deter bullying, consequences for bullying and reporting bullying on and off campus.	9	Principals, Counselors	Number of bullying incidents will decrease.				
Funding Sources: District							
3) All staff members will be trained in recognizing bullying and how to address reports of bullying.	4	Superintendent	Sign-in sheets				
Funding Sources: District							
4) Conduct individual counseling sessions for students in need of assistance.	1, 9	Counselors	Counselors' report of students served				
Funding Sources: District							
5) Continue to use the contraband detection dog at schools.	9	Principal Interquest Canine Detection Company	Records of drug dog visits Reports of findings				
Funding Sources: District							
6) Crisis Management Plan will be reviewed and revised based on the Crisis Plan Audit and using REM4ed web-based program.	9	Superintendent, Principals	A current crisis 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.				
Funding Sources: District							
7) In October, Sunray ISD will participate in the Red Ribbon Week.	9	Counselors	Agenda of Red Ribbon Week's activities				
Funding Sources: District							
8) Safety procedures will be reviewed and staff will be trained annually.	4	Superintendent, Principals	Record of safety trainings held, accident reports with worker's compensation				
Funding Sources: District							
9) COPsync 911 will be used on all campus and be accessible on all staff computers.		Superintendent, Principal	Results of logged calls				
							

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

Performance Objective 3: Students will be disciplined according to the District Code of Conduct and the District Progressive Discipline Guidelines.

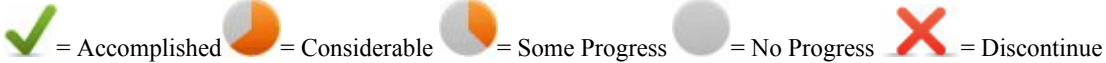
Summative Evaluation: The number of incidents will decrease based on the numbers on the 425 Report for each campus.

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 councils. This will be used to identify areas of strength and those needing improvement.	1	Principals	Report as an agenda item on June board meeting. Areas of strength & need determined by the CEIC				
	Funding Sources: District						
2) Administration will develop a system of procedures and protocols for rules and guidelines for ISS and After School Detention.	1	Principals Superintendent	Documents developed to govern ISS and After school detention				
	Funding Sources: District						
3) All staff takes responsibility for enforcing the rules and policies at each campus.	1	All Staff	Office referrals Observed behavior of students				
	Funding Sources: District						
4) Assign all staff new to a campus a mentor to help them with classroom/discipline management. Mentor and new staff will meet on an as needed basis.	4, 5	Principals Mentors	Principal Mentor List Discussions with mentors & new staff Walkthroughs				
	Funding Sources: District						
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 progress discipline guide and student code of conduct.	1	Principals CEIC	CEIC meeting agendas Changes documented based on needs				
	Funding Sources: District						
6) Training all staff and subs who work ISS and after school detention to make sure they strictly follow the protocols and procedures developed by the administration.	4	Principals	Number of people trained. Consistent & uniform rules and procedures being observed in ISS & Afterschool detention. Decrease in number of students required to attend afterschool detention & ISS				
	Funding Sources: District						
							

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

Performance Objective 4: Sunray ISD will decrease the number of incidences of bullying in Sunray, TX.

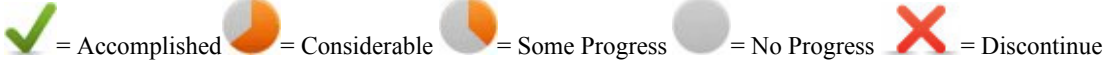
Summative Evaluation: The number of reported incidences of bullying will decrease.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All campuses will take reports of bullying as serious offenses and will investigate these reports to the fullest.	1	Principals	Number of reported offenses Investigation documentation				
	Funding Sources: District						
2) All staff will participate in staff development concerning bullying prior to the school year. The training will focus on the new bullying policies and provide ways to monitor and deal with bullies. It will also include suggestions for lesson about bullying.	4	Superintendent	Sign in sheets from training Documents from presenter Use of materials in the classrooms.				
	Funding Sources: Title I						
3) Steps to Respect and Second Step - Antibullying Programs will continue at the elementary and middle school.	1	Principal, Counselor	Lessons presented, decreases in bullying				
	Funding Sources: District						
							

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

Performance Objective 5: Sunray ISD will provide to secondary students a dating violence program to decrease incidences of dating violence.


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) Designate one week during the school year as "Dating Violence Awareness Week". Provide literature and resources for students and parents through parent meetings or newsletters, school web-site, etc.	9	Counselor	Counselor committee set up to set week and information to all school counselors				
Funding Sources: District							
2) Educate middle and high school students and parents on definition of "dating violence".	6, 9	Counselor	Sign-in sheets, agendas				
Funding Sources: District							
3) Educate middle school and high school students and parents of safety planning, enforcement of protective orders and school-based alternatives to protective orders.	6, 9	Counselor	Sign-in sheets, agendas				
Funding Sources: District							
4) Make available counseling at school for students affected by dating violence and provide referral resources for outside counseling.	9	Counselor	Referral process is in place and updated on regular basis.				
Funding Sources: District							
5) Sunray ISD will educate students in grades 7-12 on the dangers and ramifications of sexting (sexual based text messages), social networks and internet dangers.	9	Principal, Counselor	Sign-in sheets and agendas				
Funding Sources: District							
							

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

Performance Objective 6: Sunray ISD will educate staff, parents, and community members on Sexual Abuse and Student Maltreatment Awareness.


Summative Evaluation: The number of incidents will decrease.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. Staff will be provided staff development in August and throughout the year on Sexual Abuse and Maltreatment Awareness	4, 9	Principal, Superintendent	Sign-in sheets and agendas.				
Funding Sources: District							
2) Sunray ISD will educate parents and community members concerning sexual abuse and maltreatment awareness		Superintendent, Principal	Sign-in sheets and agendas				
Funding Sources: District							
							

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

Performance Objective 7: Sunray ISD will provide suicide and mental health information to staff, parents and community members.

Summative Evaluation: The number of incidents in Sunray ISD will decrease because staff and parents will be more aware of the signs.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Sunray ISD will provide professional development on the topic of suicide and mental health awareness to staff members in August and throughout the year.	4	Principal, Superintendent	Sign-in sheets and agenda				
	Funding Sources: District						
2) Sunray ISD will provide information and training to parents and community members about the topic of suicide prevention and mental health awareness.	6	Superintendent, Principal	Sign-in sheets and agendas				
	Funding Sources: District						
							

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

Performance Objective 1: All at-risk students will pass all portions of the STAAR/TAKS 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
1) Continue the use of counselor for elementary/middle school counseling services.	1, 9, 10	Superintendent, Principals	Counselor Log, feedback from staff and counselor on program				
Funding Sources: Coordination of District, Title I, and SCE							
2) Continue to contract for SCE support with Region 16 Educational Service Center	4	Superintendent, Business Manager	Training and support received for teachers and program enhancement will increase student performance on state and local assessments.				
Funding Sources: State Comp Ed							
3) Develop Personal Graduation Plans (PGP) for all 7-12th graders who fail a portion of the state assessment test.	1, 3, 8, 9, 10	Principals, Counselors, Core Teachers	The number of students who are at-risk passing the test and being able to graduate on time will increase.				
Funding Sources: Coordination of District, Title I, and SCE							
4) Develop plans for at-risk students with attendance problems	9, 10	Principals	At-risk students will have a higher attendance rate at the end-of-the-year.				
Funding Sources: Coordination of District and SCE							
5) Monitor at-risk students and use state assessment remediation materials to assist students who need state assessment tutorials.	1, 3, 8, 9, 10	Principals, Counselors	% of at-risk students passing all portions of state assessment and /or % of students showing an increase in performance on state tests.				
Funding Sources: Coordination of District, Title I, and SCE							
6) Parents of at-risk students who have grade, credit accrual, or attendance problems will be contacted every three weeks.	1, 3, 6, 9, 10	Teachers, Counselors, Principals	Teacher Contact Logs, signed failing progress reports, signed failing report cards, Student Assistance Team Reports,				
Funding Sources: Coordination of District, Title I, and SCE							
7) Provide a Reading Specialist for elementary school and an aide for Pre-K.	3, 9, 10	Principal	Students who are struggling in reading will show improvement on state and local assessments.				
Funding Sources: Coordination of District, Title I, and SCE							
8) Provide intensive remediation and state assessment preparation for students not passing state assessments.	3, 9, 10	Principals, Core Teachers	Student performance on state assessments will increase				
Funding Sources: Coordination of District, Title I, and SCE							
9) Provide necessary interventions with an increase in frequency, intensity, and/or modalities as needed for remediation of each student.	3, 9, 10	Principal, staff, Student Assistance Teams	Number of failures among at-risk students will decrease as compared to past years.				
Funding Sources: Coordination of District, Title I, and SCE							

10) Provide snacks to help students in extended day programs and to provide awards for achievement.	9	Principals	The number of students who attend and are successful will increase.				
	Funding Sources: District						
11) Re-identify at-risk students at the beginning of each semester.	9, 10	Counselors, Principals	At accurate list will be compiled so at-risk students will be served effectively.				
	Funding Sources: Coordination of District and SCE						
12) Use of alternative programs to help at-risk students with credit accrual - OdysseyWare, Afterschool Detention, Summer School	9, 10	Principals, Counselors	All at-risk students pass to the next grade and/or graduate on time.				
	Funding Sources: Coordination of District, Title I, and SCE						
13) Teachers will incorporate SmartBoard (interactive white board) technologies into their lessons.	2, 3, 9, 10	Teacher, Principal	Lesson plans, Walk throughs, increase in student engagement and achievement.				
	Funding Sources: Coordination of District, Title I, and SCE						

Goal 7: Migrant Students will meet Federal and State standards.

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


Summative Evaluation: Migrant High School students will graduate on time.

Strategy Description	Title I	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 secondary students are accessing opportunities available to earn needed credits. If students participate in credit recovery labs, activities must not interfere with core classes.	1, 9	Principal, Counselor, ESL teacher, Special Programs Director	Number of academic referrals provided to migrant students; U.T. Graduation Enhancement Program (GEP); number of students meeting requirements for grade level promotion or on-time graduation				
				Funding Sources: Title I, Part C			
2) Ensure consolidation of partial secondary credits and proper course placement for on-time graduation by (1) accessing and reviewing academic records from NGS; and (2) at time of withdrawal or at the end of the school year, encoding recommended course information into NGS for all migrant students in grades 8-11 and, if applicable, grade 12.	1, 9	Counselor, Principal	Number of students meeting requirements for grade level promotion or on-time graduation				
				Funding Sources: Title I, Part C			
							

Goal 7: Migrant Students will meet Federal and State standards.

Performance Objective 2: Increase the number of migrant first-graders who develop sufficient affective, cognitive and psycho-motor skills to be promoted to grade 2.


Summative Evaluation: The number of migrant first graders who are promoted to second grade will increase.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Sunray ISD will provide Project SMART summer school for students in Pre-K-5th grades for migrant students.	3, 7, 9	Principal, Special Programs Director	Student enrollment and student promotion records.				
Funding Sources: Title I, Part C							
2) Within the first 60 days that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs and, to the extent possible, coordinate or provide services to meet the identified needs.	1, 9	Special Programs Director, Elementary Principal, Elementary ESL specialists	Number of migrant students promoted to 2nd grade; quality of referrals for services; student performance related to performance standards for 3rd grade				
Funding Sources: Title I, Part C							
							

Goal 7: Migrant Students will meet Federal and State standards.

Performance Objective 3: Increase the number of migrant middle school students who have the necessary homework assistance and homework tools at home essential for high levels of student learning and academic success.

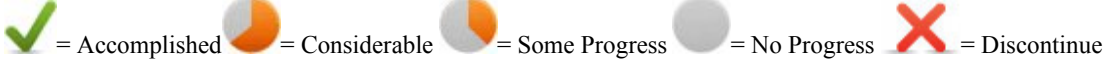
Summative Evaluation: Teachers will provide necessary homework assistance and tools for migrant students to learn and achieve academic success.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools; (2) collaborating with existing programs and organizations to coordinate student access to resources; and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.	1, 9	Principal, Counselor, ESL Teacher	Number of students receiving homework assistance and tools; performance on State assessments; class grades.				
	Funding Sources: Title I, Part C						
							

Goal 7: Migrant Students will meet Federal and State standards.

Performance Objective 4: Increase 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.

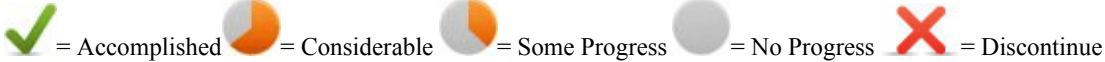
Summative Evaluation: Teachers will give migrant students timely attention and appropriate interventions to assist students both academically and non-academically.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
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 in place) for academic and non-academic problems or concerns.	4, 9	Special Program Director, Principal	Number of referrals and interventions provided to migrant students by non-MEP staff, student performance on State assessments				
				Funding Sources: Title I, Part C			
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 appropriate interventions for their middle school children.	6, 9	Special Programs Director and Principal	Interventions provided to migrant students; local PAC Survey				
				Funding Sources: Title I, Part C			
							

Goal 7: Migrant Students will meet Federal and State standards.

Performance Objective 5: Increase the number of migrant middle school students who use effective learning and study skills.


Summative Evaluation: The number of migrant middle school students will demonstrate effective learning and study skills will increase.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Coordinate with available mentoring programs or support organizations to develop students learning and study skills and follow up to monitor and document progress.	9	Counselor, Principal	Number of migrant students referred to mentoring programs or support organizations for this need; student test scores and class grades.				
				Funding Sources: Title I, Part C			
							

Goal 7: Migrant Students will meet Federal and State standards.

Performance Objective 6: Increase the number of migrant secondary students who make up coursework lacking due to late enrollment in and/or early withdrawal from Texas schools.


Summative Evaluation: Migrant students will have access to accelerated coursework to earn credits for on-time high school graduation.

Strategy Description	Title I	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 secondary students are accessing opportunities available to make up missing coursework. If students participate in opportunities to make up coursework, activities must not interfere with core classes.	9	Principal, Counselor	Number of students meeting requirements for grade level promotion or on-time graduation				
	Funding Sources: District						
2) Develop and implement a set of district procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal; and (2) saved course slots in elective and core subject areas, based on district's history of student migration.	1, 9	Principal, Counselor	Number of students meeting requirements for grade level promotion or on-time graduation				
	Funding Sources: District						
3) Ensure consolidation of partial secondary credits, proper course placement and credit accrual for on-time graduation by (1) accessing and reviewing academic records from NGS and other sources; and (2) at 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 8-11 and, if applicable, grade 12.	1, 9, 10	Principal, Counselor, ESL Teacher	Number of students meeting requirements for grade level promotion or on-time graduation				
	Funding Sources: Coordination of District and Title I, Part C						
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.	1, 3, 9, 10	Principal, Counselor, ESL Teacher	Number of students meeting requirements for grade level promotion or on-time graduation				
	Funding Sources: Coordination of District, Title I, Title III and S						
							

Goal 7: Migrant Students will meet Federal and State standards.

Performance Objective 7: Increase 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 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 (1) accessing State-provided information regarding summer programs in receiving states and sharing with students and parents; (2) alerting receiving states' summer migrant program staff of potential arrival of Texas students; and (3) working with the Texas Migrant Interstate Program (TMIP) as needed.	9	Principal, Counselor, Special Programs Director	Number of students served through out-of-state summer migrant programs				
	Funding Sources: Coordination of District and Title I, Part C						
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.	9	Principal, Counselor, Special Programs Director	Survey completed by receiving states' personnel (regarding access to Texas district summer contact person and needed student information)				
	Funding Sources: Coordination of District and Title I, Part C						
							

Goal 7: Migrant Students will meet Federal and State standards.

Performance Objective 8: Increase the number of migrant students who participate in a summer state assessment remediation programs after failing state assessment.

Summative Evaluation: The number of migrant students who failed state assessment will participate in a summer state assessment remediation program.

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/TAKS in any content area are accessing local, intrastate and interstate opportunities available for summer STAAR/TAKS remediation.	9, 10	Principal, Special Programs Director	Number of migrant students enrolled in a summer state assessment remediation program; student performance on next state assessment test				
				Funding Sources: Coordination of District and Title I, Part C			
2) Provide state assessment remediation during alternative times for migrant students who are unable to attend a STAAR/TAKS remediation summer program offered during traditional times. STAAR/TAKS remediation may include the internet-based STAAR/TAKS Readiness and Core Knowledge (TRACK) Program or another alternative for STAAR/TAKS remediation which students are able to complete.	9	Principal, ESL Teacher	Number of migrant students enrolled in an alternative summer state assessment remediation program; student performance on next administration of state assessment test				
				Funding Sources: Coordination of District and Title I, Part C			
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	All students will produce at least one piece of writing per semester.
1	1	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.
1	1	3	An intervention period is included in the school day to provide acceleration of instruction for weak areas in Language Arts/ Writing.
1	1	5	Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.
1	1	6	ESL students will be served in an ESL class and/or with ESL assistance in the core classes.
1	1	9	Students identified with Dyslexia will be served in a Dyslexia program to address their need for accelerated learning in Language Arts.
1	1	11	Teachers will implement "Building Academic Vocabulary" in their daily instruction.
1	1	12	Teachers will implement TEKS Resource System's Scope and Sequence / Curriculum Management System in Language Arts and Writing.
1	1	14	Teachers will review local assessment data and communicate to the students and parents any scores that place the student in danger of failing.
1	1	18	Teachers of ELAR will participate in the instructional coaching model.
1	2	1	All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing.
1	2	2	An intervention period is included in the school day to provide accelerated instruction for weak areas in science and other core subjects.
1	2	5	Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.
1	2	6	ESL students will be served in an ESL class and/or with ESL assistance in the core classes.
1	2	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 science.
1	2	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.
1	2	14	Teachers will review local assessment data and communicate to the students and parents any score that places the student in danger of failing
1	2	18	Teachers of Science will participate in the instructional coaching model.

Goal	Objective	Strategy	Description
1	3	1	All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing.
1	3	2	An intervention period is included in the school day to provide accelerated instruction for weak areas in Social Studies and other core subjects.
1	3	4	Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.
1	3	5	ESL students will be served in an ESL class and/or with ESL assistance in the core classes.
1	3	6	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.
1	3	7	Students identified as Special Education, Dyslexic, or 504 will take state assessment tests and/or Benchmarks as determined by the appropriate committee.
1	3	8	Teachers will analyze TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.
1	3	10	Teachers will implement "Building Academic Vocabulary" activities in their daily instruction.
1	3	14	Interventions will be offered before/after school as needed for supplemental instruction to address differences in social studies scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk and to make up missing grades.
1	3	16	Teachers of Social Studies will participate in the instructional coaching model
1	4	18	Teachers of reading will participate in the instructional coaching model.
1	5	1	All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing.
1	5	2	An intervention period is included in the school day to provide acceleration of instruction for weak areas in mathematics.
1	5	4	Curriculum Based Assessments (CBA) results will be used to respond to an individual's needs and for RTI purposes.
1	5	5	ESL students will be served in an ESL class and/or with ESL assistance in the core classes.
1	5	6	Students identified as gifted and talented will participate in the Advance Academic Services Program in order to meet their needs in the area of math.
1	5	7	Students identified as Special Education, Dyslexic, LEP, or 504 will take state assessment practice tests and/or Benchmarks as determined by the appropriate committee.
1	5	8	Teachers will analyze TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.
1	5	9	Teachers will teach the Academic Vocabulary supporting Conceptual Development in their daily instruction.

Goal	Objective	Strategy	Description
1	5	10	Teachers will implement TEKS Resource System's Scope and Sequence / Curriculum in mathematics.
1	5	12	Teachers will review local assessment data and communicate to the students and parents any scores that place the student in danger of failing.
1	5	14	Interventions 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.
1	5	16	Teachers of Math will participate in the instructional coaching model.
2	1	2	All Teachers will be trained in Response to Intervention (RTI) model and will use intervention strategies prior to a student failing.
2	1	3	ESL classes will be set up in the schedule to offer ESL and LEP students assistance in advancing at least one level in English proficiency.
2	1	4	ESL teacher will coordinate with Math teachers to present lessons to assist with students' understanding of and reinforcement of concepts taught in class.
2	1	5	Provide effective training for all classroom teachers and mentors concerning innovative techniques and strategies addressing LEP student needs.
2	1	6	Students identified as Special Education, Dyslexic, 504 or LEP will take state assessment practice tests and/or Benchmarks as determined by the appropriate committee.
2	1	7	Teachers will implement "Building Academic Vocabulary" in all math classes to increase academic vocabulary for the LEP students
2	1	8	Teachers will implement English Language Proficiency Standards (ELPS) into their daily instruction to increase LEP student's English Acquisition.
2	1	10	Interventions before/after school, extended day and in school interventions will be offered to LEP students struggling with Mathematics to increase their understanding of Math Concepts.
2	1	12	Add a certified ESL teacher to the Elementary Campus to service Beginner and Intermediate Level students in a pull out program.
2	2	2	All teachers will be trained in the Response-to-Intervention model and will use intervention strategies prior to a student failing.
2	2	3	ESL classes will be set up in the schedule to offer ESL and LEP students assistance in advancing at least one level in English proficiency.
2	2	4	ESL teacher will coordinate with Language Arts teachers to present lessons to assist with students' understanding of and reinforcement of concepts taught in class.

Goal	Objective	Strategy	Description
2	2	5	Provide effective training for all classroom teachers and mentors concerning innovative techniques and strategies addressing LEP students.
2	2	6	Students identified as Special Education, Dyslexic, 504 or LEP will take state assessments practice tests and/or Benchmarks as determined by the appropriate committee.
2	2	7	Teachers will implement "Building Academic Vocabulary" in all ELA/Reading classes to increase academic language for the LEP students.
2	2	8	Teachers will implement the English Language Proficiency Standards (ELPS) into their daily instruction to increase LEP students English acquisition.
2	2	12	Add a certified ESL teacher to the Elementary Campus to service Beginner and Intermediate Level students in a pull out program.
2	2	13	ESL will participate in Reading Recovery if qualifies to improve their Reading abilities
2	3	2	All teachers will be trained in the Response-to-Intervention model and will use intervention strategies prior to a student failing.
2	3	3	An intervention period will be included into the school day to provide acceleration of weak areas in Language Arts / Math / Science / Social Studies.
2	3	4	Core teachers will implement "Building Academic Vocabulary" into their daily instruction to increase academic vocabulary for the LEP students.
2	3	5	ESL teacher will coordinate with core teachers to present lessons to assist with students' understanding of and reinforcement of concepts taught in class.
2	3	7	Provide Beginner-Intermediate ESL students with a minimum of 45 minutes of ESL instruction each day in addition to the regular education classroom setting.
2	3	8	Provide peer and/or adult tutoring and enrichment opportunities within the school day.
2	3	9	Students identified as Special Education, Dyslexic, 504 or LEP will take state assessment practice tests and/or Benchmarks as determined by the appropriate committee.
2	3	10	Teachers will implement the English Language Proficiency Standards (ELPS) into their daily instruction to increase LEP students English acquisition.
2	3	12	Tutorials before/after school, interventions during and extended day will be offered 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.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-001-5-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,510.00
199-11-6119-00-041-5-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$89,865.00
199-11-6119-00-101-5-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$43,800.00
199-11-6119-97-101-5-30-0-03	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,000.00
199-11-6119-98-041-5-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,500.00
199-11-6119-98-101-5-30-0-03	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,500.00
211-11-6119-00-041-5-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$35,800.00
199-11-6129-00-041-5-30-0-00	6129 Salaries or Wages for Support Personnel	\$47,579.00
199-11-6129-00-101-5-30-0-00	6129 Salaries or Wages for Support Personnel	\$23,548.00
199-11-6141-00-001-5-30-0-00	6141 Social Security/Medicare	\$774.00
199-11-6141-00-041-5-30-0-00	6141 Social Security/Medicare	\$1,740.00
199-11-6141-00-101-5-30-0-00	6141 Social Security/Medicare	\$916.00
211-11-6141-00-041-5-30-0-00	6141 Social Security/Medicare	\$519.00
199-11-6142-00-001-5-30-0-00	6142 Group Health and Life Insurance	\$1,164.00
199-11-6142-00-041-5-30-0-00	6142 Group Health and Life Insurance	\$10,918.00
199-11-6142-00-101-5-30-0-00	6142 Group Health and Life Insurance	\$9,020.00
211-11-6142-00-041-5-30-0-00	6142 Group Health and Life Insurance	\$3,300.00
199-11-6143-00-001-5-30-0-00	6143 Workers' Compensation	\$283.00
199-11-6143-00-041-5-30-0-00	6143 Workers' Compensation	\$660.00
199-11-6143-00-101-5-30-0-00	6143 Workers' Compensation	\$337.00
211-11-6143-00-041-5-30-0-00	6143 Workers' Compensation	\$179.00
199-11-6146-00-001-5-30-0-00	6146 Teacher Retirement/TRS Care	\$1,440.00

199-11-6146-00-041-5-30-0-00	6146 Teacher Retirement/TRS Care	\$3,989.00
199-11-6146-00-101-5-30-0-00	6146 Teacher Retirement/TRS Care	\$1,989.00
211-11-6146-00-041-5-30-0-00	6146 Teacher Retirement/TRS Care	\$2,136.00
6100 Subtotal:		\$343,466.00
6200 Professional and Contracted Services		
211-13-6239-00-999-5-30-0-00	6216 Professional Services - Locally Defined	\$5,089.00
211-13-6239-01-999-5-30-0-00	6216 Professional Services - Locally Defined	\$3,960.00
211-13-6239-02-999-5-30-0-00	6216 Professional Services - Locally Defined	\$4,924.00
199-11-6219-00-101-5-30-0-03	6219 Professional Services	\$2,000.00
199-11-6239-00-999-5-30-0-00	6239 ESC Services	\$5,000.00
199-13-6239-01-999-5-30-0-00	6239 ESC Services	\$3,107.00
199-34-6249-01-001-5-30-0-15	6249 Contracted Maintenance & Repair	\$100.00
199-34-6299-00-001-5-30-0-15	6299 Miscellaneous Contracted Services	\$100.00
6200 Subtotal:		\$24,280.00
6300 Supplies and Services		
199-11-6341-00-041-5-30-0-02	6341 Food	\$500.00
199-11-6398-00-001-5-30-0-01	6398 Computer Supplies/Software - Locally Defined	\$3,000.00
199-11-6399-00-001-5-30-0-01	6399 General Supplies	\$800.00
199-11-6399-00-041-5-30-0-02	6399 General Supplies	\$400.00
199-11-6399-00-101-5-30-0-03	6399 General Supplies	\$250.00
199-11-6399-01-041-5-30-0-02	6399 General Supplies	\$150.00
199-11-6399-69-041-5-30-1-02	6399 General Supplies	\$250.00
6300 Subtotal:		\$5,350.00
6400 Other Operating Costs		
199-11-6499-00-041-5-30-0-02	6499 Miscellaneous Operating Costs	\$100.00

199-11-6499-01-041-5-30-0-02	6499 Miscellaneous Operating Costs	\$300.00
199-11-6499-01-101-5-30-0-03	6499 Miscellaneous Operating Costs	\$300.00
199-11-6499-02-101-5-30-0-03	6499 Miscellaneous Operating Costs	\$300.00
6400 Subtotal:		\$1,000.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blankenship, Sandra	Teacher	Tutorials	0.05
Boswell, Dana	Teacher	Tutorials	0.05
Brewer, Beverly	Teacher	Tutorials	0.05
Burdge, Tamahara	Teacher	Tutorials	0.05
Craig, Belinda	Teacher	Tutorials	0.05
Crenshaw, Angaleta	Teacher	Tutorials	0.05
Cripps, Stephen	Teacher	Tutorial	0.05
Haberthur, JJ	Teacher	Tutorials	0.05
Ham, Marlin	Teacher	Tutorials	0.05
Hollaway, Brandy	Teacher	Tutorials	0.05
Johnson, Sheila	Instructional Aide	Inclusion	1.0
Lantelme, Casey	Teacher	Tutorials	0.05
Mayfield, Ronna	Teacher	Tutorials	0.05
McDowell, Cody	Teacher	Tutorials	0.05
Miller, Barbara	Teacher	Tutorials	0.05
Nelson, Amy	Teacher	Tutorials	0.05
Pipkin, Janet	Teacher	Tutorials	0.05
Raymond, Ramonda	Teacher	Tutorials	0.05
Ruiz, Deborah	Instructional Aide	Library	1.0
Saenz, Rocio	Instructional Aide	Intervention	1.00
Seiler, Sharly	Teacher	Tutorials	0.05
Stokes, Delma	Teacher	Tutorials	0.05
Thompson, Debbie	Teacher	Tutorials	0.05
Woodward, DeeAnn	Teacher	Tutorials	0.05

Title I

Schoolwide Program Plan

Sunray Elementary and Sunray Middle school conducted a comprehensive needs assessment for the 2011-12 school year during May, 2012. Both schools have implemented schoolwide reform strategies which are scientifically research based to improve student performance. All staff members at Sunray Elementary and 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 Elementary and Sunray Middle schools provide a response to intervention to assist and support students who experience difficulty mastering standards set by the state. The District 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, 2012. This comprehensive needs assessment demonstrated that Math, Reading, and Science were academic concerns for K-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 Elementary and Sunray Middle School, both schools will implement the Teks Resource System as our curriculum management program in all core areas. In addition, both schools will build an intervention 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 or are working towards that status.

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

Staff will continue working on academic language throughout the school year during weekly collaboration time. Staff will also receive professional development on TEKS Resource System 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 Elementary and 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. Also, the schools 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 have access to 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 Elementary and Sunray Middle School teachers are trained in the 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. Extended day and year opportunities are also offered to students needing accelerated instruction.

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

The Program Director and Superintendent of Sunray ISD oversee 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>
Etheredge, Shellt	Teacher	MS Interventionist	1.0

District Funding Summary

District					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	7			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	8			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	2	14			\$0.00
1	2	15			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	6			\$0.00
1	3	10			\$0.00
1	3	11			\$0.00
1	3	12			\$0.00
1	3	13			\$0.00
1	4	2			\$0.00

1	4	3			\$0.00
1	4	7			\$0.00
1	4	11			\$0.00
1	4	12			\$0.00
1	4	14			\$0.00
1	4	15			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	6			\$0.00
1	5	9			\$0.00
1	5	10			\$0.00
1	5	12			\$0.00
1	5	13			\$0.00
2	1	7			\$0.00
2	2	7			\$0.00
2	3	1			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	8			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
3	1	10			\$0.00
3	2	2			\$0.00
3	2	4			\$0.00

3	2	6			\$0.00
3	2	7			\$0.00
3	2	9			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
4	1	9			\$0.00
4	1	10			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	2	4			\$0.00
5	2	5			\$0.00
5	2	6			\$0.00
5	2	7			\$0.00
5	2	8			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
5	3	3			\$0.00
5	3	4			\$0.00

5	3	5			\$0.00
5	3	6			\$0.00
5	4	1			\$0.00
5	4	3			\$0.00
5	5	1			\$0.00
5	5	2			\$0.00
5	5	3			\$0.00
5	5	4			\$0.00
5	5	5			\$0.00
5	6	1			\$0.00
5	6	2			\$0.00
5	7	1			\$0.00
5	7	2			\$0.00
6	1	10			\$0.00
7	6	1			\$0.00
7	6	2			\$0.00
Sub-Total					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	2			\$0.00
Sub-Total					\$0.00
Title I, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			\$0.00
7	1	2			\$0.00
7	2	1			\$0.00
7	2	2			\$0.00
7	3	1			\$0.00

7	4	1			\$0.00
7	4	2			\$0.00
7	5	1			\$0.00
Sub-Total					\$0.00

State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2			\$0.00
Sub-Total					\$0.00

Coordination of District, Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	5			\$0.00
1	2	7			\$0.00
1	3	1			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	4			\$0.00
Sub-Total					\$0.00

Coordination of District and Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	2	6			\$0.00
1	3	5			\$0.00
1	4	6			\$0.00

1	5	5			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5	Coordination of District and Title I, Part C Funds		\$0.00
2	1	6			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	2	1			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	2	8			\$0.00
2	2	9			\$0.00
2	3	6			\$0.00
2	3	7			\$0.00
2	3	10			\$0.00
2	3	11			\$0.00
Sub-Total					\$0.00
Coordination of District and Title I, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	6	3			\$0.00
7	7	1			\$0.00
7	7	2			\$0.00
7	8	1			\$0.00
7	8	2			\$0.00
Sub-Total					\$0.00
Coordination of District and SCE					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$0.00
3	1	11			\$0.00
3	2	5			\$0.00
3	2	8			\$0.00
3	2	11			\$0.00
3	2	12			\$0.00
3	2	13			\$0.00
5	1	3			\$0.00
6	1	4			\$0.00
6	1	11			\$0.00
Sub-Total					\$0.00

Coordination of District, Title I, Title III and S

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	2	9			\$0.00
1	3	7			\$0.00
1	4	8			\$0.00
1	5	7			\$0.00
2	1	2			\$0.00
2	1	10			\$0.00
2	1	11			\$0.00
2	1	12			\$0.00
2	2	2			\$0.00
2	2	6			\$0.00
2	2	10			\$0.00
2	2	11			\$0.00
2	2	12			\$0.00

2	3	2			\$0.00
2	3	5			\$0.00
2	3	9			\$0.00
2	3	14			\$0.00
3	1	1			\$0.00
7	6	4			\$0.00
Sub-Total					\$0.00

Coordination of District, Title I, and SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
1	1	10			\$0.00
1	1	13			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	2	10			\$0.00
1	2	13			\$0.00
1	2	16			\$0.00
1	2	17			\$0.00
1	3	8			\$0.00
1	3	9			\$0.00
1	3	14			\$0.00
1	3	15			\$0.00
1	4	5			\$0.00
1	4	9			\$0.00
1	4	10			\$0.00
1	4	13			\$0.00
1	4	16			\$0.00
1	4	17			\$0.00

1	5	8			\$0.00
1	5	11			\$0.00
1	5	14			\$0.00
1	5	15			\$0.00
2	3	12			\$0.00
2	3	13			\$0.00
3	1	2			\$0.00
3	1	12			\$0.00
3	1	13			\$0.00
3	1	14			\$0.00
3	2	1			\$0.00
3	2	3			\$0.00
3	2	10			\$0.00
3	2	14			\$0.00
3	2	15			\$0.00
3	2	16			\$0.00
4	1	1			\$0.00
6	1	1			\$0.00
6	1	3			\$0.00
6	1	5			\$0.00
6	1	6			\$0.00
6	1	7			\$0.00
6	1	8			\$0.00
6	1	9			\$0.00
6	1	12			\$0.00
6	1	13			\$0.00
Sub-Total					\$0.00
Coordination of District and Federal Funds					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	18			\$0.00
1	2	18			\$0.00
1	3	16			\$0.00
1	4	18			\$0.00
1	5	16			\$0.00
2	2	13			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00