

# SUNSET ELEMENTARY

## **Campus Improvement Plan**

2013/2014

*SUNSET PRIDE NEVER DIES..  
ENJOY THE JOURNEY!*

Date Reviewed: 08/30/13

Date Approved: 08/30/13

# SUNSET ELEMENTARY

## **Mission**

*Sunset Elementary will provide academic excellence through collaboration with students, parents and the community.*

## **Vision**

*Sunset Elementary will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.*

*Sunset Elementary will provide staff development to achieve Academic Excellence for all students.*

*Sunset Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.*

*Sunset Elementary will create and maintain a safe learning environment.*

### Nondiscrimination Notice

SUNSET ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# SUNSET ELEMENTARY Site Base

Name	Position
Carrell, Kelly D.	Principal
Christie, Kay	Business
Christie, Stephanie	3rd Teacher
Loya, Diana	Kindergarten Teacher
Mills, Jennifer	2nd Teacher
Mueller, Sue	Non-teaching Professional
Olivas, Maria	Parent
Pingelton, Erin	Assistant Principal
Pingelton, Jerod	Community
Porras, Josie	1st Teacher
Quirk, Cindy	4th Teacher
Thurman, Bergundi	Literacy Coordinator
Whitson, Frances	District-Level

# Sunset Elementary Needs Assessment Summary

The major strengths and areas of need for the 2013-2014 school year, as identified by the needs assessment will be:

## Areas of Strength:

1. Vertical and horizontal alignment and coordination of the curriculum.
2. Faculty is provided staff development opportunities.
3. Special programs available through the library such as, A.R. and Cosmic Kids.
4. Sunset promotes accountability and achievement.
5. Sunset provides a safe and orderly learning environment.
6. Challenge students to meet their full potential in the core subjects.

## Areas of Need:

1. Staff development for special student populations such as Special Education, LEP, Migrant, G/T. and At -Risk.
2. Improve teacher collaboration through horizontal meetings
3. Staff development for conflict resolution and discipline strategies including classroom management, district discipline procedures.
4. Target our ELL population. Data shows we are trending down in Reading and Math.

**TEXAS EDUCATION AGENCY**  
**2013 Accountability Summary**  
 SUNSET EL (171901104) - DUMAS ISD

**Accountability Rating**

**Met Standard**

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>

**Distinction Designation**

**Academic Achievement in Reading/ELA**

Percent of Eligible Measures in Top Quartile  
0 out of 4 = 0%

**NO DISTINCTION EARNED**

**Academic Achievement in Mathematics**

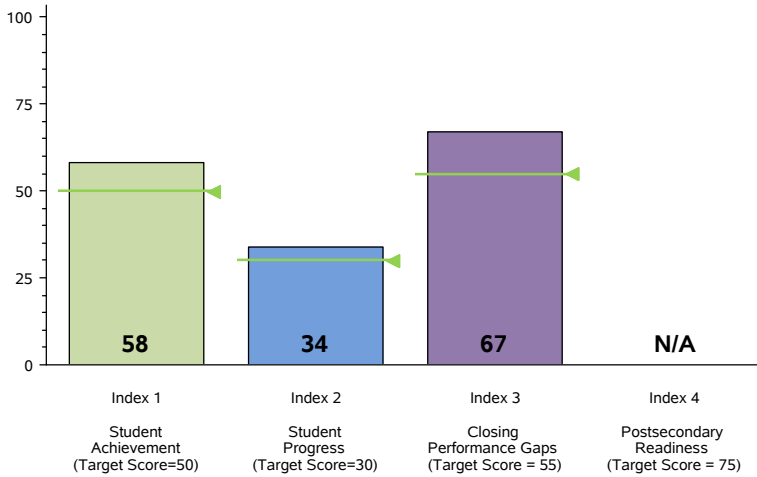
Percent of Eligible Measures in Top Quartile  
0 out of 2 = 0%

**NO DISTINCTION EARNED**

**Top 25 Percent Student Progress**

**NO DISTINCTION EARNED**

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	457 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	86.9%
Percent English Language Learners	48.8%
Mobility Rate	21.2%

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	149	256	58
2 - Student Progress	269	800	34
3 - Closing Performance Gaps	201	300	67
4 - Postsecondary Readiness	N/A	N/A	N/A

**System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	9 out of 11 = 82%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>17 out of 19 = 89%</b>

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

# Resources

Resource	Source
IDEA Formula	Federal
TIC Migrant	Federal
Title IA	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Local Funds	Local
Dumas Education Foundation	Other
State Compensatory	State
State SpEd	State

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2013/2014 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

# Title IA Schoolwide Components

**Components of Schoolwide Program:** Title I, Part A does not have to pay for the 10 components in a schoolwide program, but a school with a schoolwide program must include these components in its school. The schoolwide program must:

1. Be based on a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.
2. Engage in schoolwide reform strategies.
3. Provide instruction by highly qualified professional staff.
4. Provide for high quality and on-going professional development for teachers and paraprofessionals, parents, principals, and other staff to enable all children in the schoolwide program to meet the state's student performance standards.
5. Include strategies to attract high-quality highly qualified teachers to high-need schools.
6. Include strategies to increase parent involvement such as family literacy services.
7. Use strategies for assisting children in transition from early childhood programs to public elementary schools.
8. Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
9. Ensure that students who experience difficulty mastering any of the state's standards will be provided with effective, timely additional assistance.
10. Coordinate and integrate Federal, State, and local services.



# SUNSET ELEMENTARY

**Goal 1.** Sunset Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 1.** Sunset Elementary will refine its Eight Step Process to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, AEIS, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Mini-assessments and benchmarks revised during LEAD teacher retreats to address TEKS/STAAR needs (Title I SW: 8,10) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director	May 2014	(L)Local Funds	Formative - Increased scores on state assessments
2. Sunset Elementary will provide additional counseling services for at-risk and homeless students. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Counselor(s), Elementary Curriculum Director, Principal	On going	(L)Local Funds	Formative - Increase number of homeless and st-risk students served during the academic year.
3. All students (PreK -4th) will participate in moderate to vigorous physical activity for a minimum of 135 minutes weekly. (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	Teacher(s)	August-May2014	(L)Local Funds	Formative - Increased physical fitness of all students.
4. Services for special needs students including;resource, content mastery, and speech (Title 1 SW:3.5) (Target group: SpED) (NCLB:1) (Title I SW: 3,5) (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	Aug.2013-May 2014	(O)FTEs - 1, (S)State SpEd - \$122,832	Formative - Increase scores on state assessment, grades and district benchmarks.
5. Sunset will implement a CLT and incorporate Professional Learning Communities into the daily schedule. (Title I SW: 1,8,9) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Lead Teacher, Principal, Teacher(s)	Aug. 2013-2014	(L)Local Funds	Formative - Formative-Increase in state scores and district assessments
6. Provide students with skill building activities aligned with TEKS. (Title I SW: 1,9) (Target Group: All) (NCLB: 1)	Principal	August - May	(F)Title IA School Improvement	Formative - Formative - Increased state assessment scores

# SUNSET ELEMENTARY

**Goal 1.** Sunset Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 2.** Sunset Elementary will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading Recovery Program for 1st grade at-risk students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Principal	Aug.2013-May 3014	(O)FTEs - 2, (S)State Compensatory - \$121,566	Formative - Increased reading proficiency among participants
2. Balanced Literacy with Literacy Coordinators at each elementary . (Title I SW: 7,9,10) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director	Each reporting period	(F)Title IA , (O)FTEs, (S)State Compensatory - \$54,847	Formative - Increased reading proficiency as measured by second grade local assessments and third grade state assessments.
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Title I SW: 7,9) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	Aug. 2013-May 2014	(L)Local Funds	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. Use of Abydos writing process (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Principal, Teacher(s)	August.2013-May 2014	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
5. Tutorial program (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Teacher(s)	January and May 2014	(L)Local Funds	Formative - Retention rate reduction, increased reading/language arts state assessment scores, increased graduation rate.
6. Study Island (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director, Instructional Technology Coordinator, Principal, Teacher(s)	January and May 2014	(L)Local Funds	Formative - Increased in 3rd and 4th local assessment scores,

# SUNSET ELEMENTARY

**Goal 1.** Sunset Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 3.** Sunset Elementary will promote highly effective instruction for LEP and SpEd students to increase performance to a level commensurate with state and federal standards. Summative Evaluation: state assessment results, AEIS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Title I SW: 9) (Target Group: Dys) (NCLB: 1,5)	Special Services Director	Aug. 2013-May 2014	(L)Local Funds	Formative - Increased reading state assessment scores among participants.
2. Special Education IEPs will be written using eSped and TEKS and will utilize various sources to determine curriculum level (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Special Services Director	Aug.2013-May 2014	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
3. Step-by-step Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 1,5)	Assistant Principal(s), Principal, Special Services Director, Teacher(s)	Aug. 2013-2014	(L)Local Funds	Formative - Increased scores on special education student state assessment scores
4. Bilingual classes in Kindergarten through second grade. (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Principal, Teacher(s)	August and May 2014	(O)FTEs - 1, (S)State ESL - \$75,294	Formative - Increased scores on LEP student state assessment
5. Bilingual transition & ESL classes with assistance ESL, LEP (Title 1 SW:9) (Target Group: LEP) (NCLB:2) (Title I SW: 9) (Target Group: LEP) (NCLB: 2)	Elementary Curriculum Director	August 2013-May 2014	(F)Title IA - \$23,570, (O)FTEs - 1	Formative - Increased scores on LEP student state assessments.
6. Build schema for ELL's through the use of daily oral language, vocabulary building, hands on activities and the use of technology. (Title I SW: 1,9) (Target Group: ESL) (NCLB: 1,2)	Principal	August - May	(F)Title IA School Improvement	Formative - Formative - Increased scores for the ELL subgroup

# SUNSET ELEMENTARY

**Goal 1.** Sunset Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 4.** Sunset Elementary will provide intensive interventions and remediations for students below the 10% range as measured by Istation technology. Summative Evaluation: state assessment results, AEIS, Istation graphs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued use of Tier II and Tier III interventions for Math and Reading. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Special Services Director, Teacher(s)	Aug. 2013-2014	(F)Title IA - \$31,931, (L)Local Funds, (O)FTEs	Formative - Increased state assessment scores
2. Continued implementation of campus level Impact Teams (Title I SW: 9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	September-May 2014	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
3. Continue implementation of local RtI Guidelines (Title I SW: 1,2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Special Services Director	Aug. 2013-2014	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
4. The Language! Intervention will be used for Tier III students by trained personnel (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director	Each grading period	(L)Local Funds, (S)State SpEd - \$55,637	Formative - Increased AimsWeb scores
5. Use of mobile carts to provide RtI programs to students (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	Aug. 2013-2014	(L)Local Funds	Formative - Increased state assessment scores
6. Istation technology will be used to screen all students in grades K-4 three times per year. (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	Sept. Jan. & May 2014	(L)Local Funds	Formative- Increased state assessment scores.

# SUNSET ELEMENTARY

**Goal 1.** Sunset Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 5.** Sunset Elementary will promote early learning to ensure school readiness. Summative Evaluation: TPRI, Observation Survey, and District Assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Full day kindergarten with assistants (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal	Aug. 2013-2014	(F)Title IA - \$36,450, (O)FTEs - 2	Formative - Increased student progress on kindergarten testing.
2. Community will be notified of PK classes through flyers and media (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Director of Student Services, Principal	May 2014	(L)Local Funds	Formative - Increased interest in PK classes
3. Transition activities for entering Kindergarteners at elementaries (Title I SW: 7) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	August 2013and May 2014	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents
4. PK Unit with assistants (Title I SW: 10) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	Aug. 2013-2014	(F)Title IA - \$40,661, (O)FTEs - 2	Formative - Student progress on Kindergarten testing.

# SUNSET ELEMENTARY

**Goal 1.** Sunset Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 6.** Sunset Elementary will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sunset Elementary will provide additional counseling services for at-risk and homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), Director of Student Services	Aug. -May 2014	(L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year

# SUNSET ELEMENTARY

**Goal 1.** Sunset Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 7.** Sunset Elementary will implement its Gifted and Talented program for all identified students in such a manner to receive Recognized Status.State Assessment resluts, G/T roster.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sunset Elementary will ensure all teachers and counselors receive training and/or updated training in G/T strategies (Title I SW: 4,10) (Target Group: GT) (NCLB: 3)	Assistant Superintendent for Instruction, Principal	May 2014	(L)Local Funds	Formative - Increased effectiveness of G/T instruction

# SUNSET ELEMENTARY

**Goal 1.** Sunset Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 8.** All students at Sunset Elementary will participate in coordinated and evaluated moderate to vigorous physical activity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students (PreK-4th) will participate in moderate to vigorous physical activity for a minimum of 135 minutes weekly. (Title I SW: 9,10) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	August 2013-May2014	(L)Local Funds	Formative - Increased physical fitness of all students.
2. All students will participate in Fitnessgram. (Title I SW: 9,10) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	April 2014	(L)Local Funds	Formative - Fitnessgram results.
3. CATCH(coordinated Approach to Child Health) will be fully implemented in grades K-8. (Title I SW: 9,10) (Target Group: All) (NCLB: 1,4)	Elementary Curriculum Director, Principal, Teacher(s)	August 2013	(L)Local Funds	Formative - Lesson Plans.
4. Biggest Loser- Staff weight loss and exercise incentive program. (Title I SW: 10) (Target Group: M, F) (NCLB: 1)	Principal, Teacher(s)	August 2013	(L)Local Funds	Formative - Increased physical fitness of staff.



# SUNSET ELEMENTARY

**Goal 2.** Sunset Elementary will provide staff development to achieve academic excellence for all students.

**Objective 1.** Sunset Elementary will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records, CScope and bilingual/ESL contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contract with ESC 16 for TPTR trainings with emphasis on instructional techniques and methodologies (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	Aug. 2013-2014	(L)Local Funds	Formative - Increased state assessment scores
2. Sunset Elementary will send all core staff to trainings about TEKS and state assessments (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Secondary Curriculum Director	Aug. 2013-2014	(L)Local Funds	Formative - Increased state assessment scores
3. Contract with ESC 16 for Curriculum and Instructional Services, CScope and Bilingual/ESL (Title I SW: 1,4) (Target Group: All, ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Principal, Teacher(s)	Aug. 2013-2014	(L)Local Funds	Formative - Increased state assessment scores.
4. Abydos refresher module (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director	October 2013	(L)Local Funds	Formative - Increased writing/ELA scores on state assessments
5. Fred Jones Positive Classroom Management. New teachers will be trained during FYTA. (Title I SW: 4) (Target Group: All) (NCLB: 3,4)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel, Principal, Teacher(s)	Aug.2013-2014	(L)Local Funds	Formative - Decreased student office referrals
6. Quantum Learning training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Principal, Teacher(s)	August 2013 and May 2014	(L)Local Funds	Formative - Increased scores on state assessments.
7. Special education modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Title I SW: 4) (Target Group: SPED) (NCLB: 3)	Special Services Director	October 2013	(L)Local Funds	Formative - Better understanding of how special education and regular education work together.
8. Balanced literacy trainings (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director, Principal, Teacher(s)	Aug. 2013-May 2014	(L)Local Funds	Formative - Increased writing and reading scores on state assessments.
9. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Target Group: All) (NCLB: 3)	Director of Student Services, Instructional Technology Coordinator, Principal, Teacher(s)	August 2013	(L)Local Funds	Formative - Increased accuracy of student attendance and grades

# SUNSET ELEMENTARY

**Goal 2.** Sunset Elementary will provide staff development to achieve academic excellence for all students.

**Objective 1.** Sunset Elementary will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records, CScope and bilingual/ESL contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Technology modules (Title I SW: 4) (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator, Principal, Teacher(s)	Aug. 2013-May 2014	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate.
11. Differentiation strategies for LEP students modules (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Principal, Teacher(s)	Aug. 2013-2014	(L)Local Funds	Formative - Increased awareness of LEP student needs
12. Margaret Kilgo Data-Driven Decision Making training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Teacher(s)	October 2013	(L)Local Funds	Formative - Increased state assessment scores
13. Abydos trainers will attend the annual conference (Title I SW: 4) (Target Group: All) (NCLB: 3)	Secondary Curriculum Director	As scheduled	(L)Local Funds	Formative - Increased Reading/ELA scores on state assessments
14. TexTESOL/TABE State Conference (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Teacher(s)	As scheduled	(S)State ESL	Formative - Increased LEP students' scores on state assessments.
15. Provide staff training on Sheltered Instruction Observation Protocol. (Title I SW: 1,4) (Target Group: All, ESL) (NCLB: 1,2)	Principal	March - August	(F)Title I - SIP	Formative - Formative - Increase state assessment scores.

# SUNSET ELEMENTARY

**Goal 3.** Sunset Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

**Objective 1.** Sunset Elementary will provide translation services for non-English speaking parents to improve communication and parent involvement. Summative Evaluation: sign-in sheets and contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sunset Elementary will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Superintendent	August 2013 and May 2014	(F)Title IA - \$23,570, (O)FTEs - 1	Formative - Increased parental involvement on campuses
2. Sunset Elementary will use a telephone translation system for languages where a translator is not available on site (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	Monthly	(L)Local Funds	Formative - Increased parent involvement on campuses

# SUNSET ELEMENTARY

**Goal 3.** Sunset Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

**Objective 2.** Sunset Elementary will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent/teacher conference schedules

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PK - 2nd grade teachers will meet with parents to review report cards and discuss student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	Fall 2013 and Spring 2014	(L)Local Funds	Formative - Increased parental involvement
2. 3rd - 4th grade teachers will meet with parents to review report cards and student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	Fall 2013	(L)Local Funds	Formative - Increased parental involvement
3. Back to School Nights (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent, Teacher(s)	September 2013	(L)Local Funds	Formative - Increased parental involvement
4. Open Houses (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent, Teacher(s)	Fall 2013	(L)Local Funds	Formative - Increased parental involvement
5. Computer Lab opened twice a week to allow student and parent access to the DynEd Language Development program. (Title I SW: 6) (Target Group: ESL) (NCLB: 1,2)	Principal	March - May	(F)Title I - SIP	Formative - Formative - Increased family and community involvement

# SUNSET ELEMENTARY

**Goal 4.** Sunset Elementary will create and maintain a safe learning environment.

**Objective 1.** Sunset Elementary will maintain its facilities and train staff in order to provide a safe learning environment. Summative evaluation: sign-in sheets, maintenance records, accident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of each facility (Target Group: All) (NCLB: 4)	Director of Maintenance and Transportation, Principal, Teacher(s)	Aug. 2013-2014	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	Principal, School Police Chief, Superintendent	Aug. 2013-May 2014	(L)Local Funds	Formative - Maintain safety of facilities
3. CPI Trainings (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Special Services Director	October 2013	(L)Local Funds	Formative - Better understanding of conflict resolution
4. Create Safety and Security team. (Target Group: All) (NCLB: 4)	Assistant Principal(s), School Police Chief, Teacher(s)	Aug. 2013-2014	(L)Local Funds	Formative - Formative-maintain a safe and secure learning environment.

# SUNSET ELEMENTARY

**Goal 4.** Sunset Elementary will create and maintain a safe learning environment.

**Objective 2.** Sunset Elementary will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys for Success. Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Counts materials for each campus (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	August 2013	(L)Local Funds	Formative - Successful continuance of program
2. Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	Aug. 2013-2014	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Bullying awareness education included in yearly internet safety education program (Title I SW: 1) (Target Group: All) (NCLB: 4)	Counselor(s), Instructional Technology Coordinator, Principal, Teacher(s)	Aug. 2013-May 2014	(L)Local Funds	Formative - Increased student awareness

# SUNSET ELEMENTARY

**Goal 4.** Sunset Elementary will create and maintain a safe learning environment.

**Objective 3.** Sunset Elementary will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, UIL drug testing reports, fire department schedule, incident reports, sweep reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each core K-12 teacher will teach 1 lesson from the DAVE curriculum each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Counselor(s), School Police Chief, Teacher(s)	Aug. 2013-2014	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Firehouse 2-4, provided by Dumas Fire Department (Target Group: All) (NCLB: 4)	Principal, Superintendent	Ocober 2013	(L)Local Funds	Formative - Increased understanding by students of fire safety
3. Interquest Canines will perform random campus sweeps at Sunset Elementary when requested. (Target Group: All) (NCLB: 4)	Principal, School Police Chief, Secondary Curriculum Director	upon request	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school
4. Each teacher will teach two internet safety lessons each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator, Principal, Teacher(s)	August 2013-May2014	(L)Local Funds	Formative - Increased student awareness
5. Interquest Canines will perform random sweeps at Sunset Elementary when requested. (Target Group: All) (NCLB: 4)	Elementary Curriculum Director, Principal, School Police Chief	upon request	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school.
6.				Formative -

## Migrant Program Activities - Elementary

**Migrant Services Coordination:** Within the first grading period of the school year that the child who is eligible for migrant services is in the school district, (1) determine individual needs for instructional and support services, (2) identify available resources to address said needs, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.

**Migrant Services Coordination:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed TAKS in any content area are accessing local, intrastate, and interstate opportunities available for summer TAKS remediation.

**Students in Grades 3-11:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the Texas Assessment of Knowledge and Skills (TAKS) are accessing local, intrastate and interstate opportunities available for summer TAKS remediation.

**Early Childhood/School Readiness:** Within the first 60 days of the school year 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.



# **MIGRANT “PRIORITY FOR SERVICES” ACTION PLAN**

As part of the ongoing effort to meet the needs of Migrant students who are identified as “priority for services” students the district will adopt a plan of action to serve those students. The plan of action will include the following:

- NGS “Priority for Services” reports will be run at the beginning of the school year and each six week period thereafter. Each campus will be given the report to share with the staff as needed.
- All MEP students will be identified in PEIMS. At the beginning of the school year and each eight week period thereafter, the MEP and PEIMS reports will be compared for accuracy.
- Programs that serve “Priority for Services” students will be documented with the names of those participating.
- The academic progress of students identified as “Priority for Services” will be tracked each six week reporting period.
- Periodic home visits will be made to update parents on the academic progress of their children. Visits will be made based upon most needed.
- Campus principals and appropriate campus staff, along with parents, will be provided with updates from NGS “Priority for Services” reports.

## At-Risk Criteria

### Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless\*, as defined by 42. U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

\***Homeless students**, as defined by 42. U.S.C. Section 11302, and its subsequent amendments-

- 1) The term "homeless" or "homeless individual or homeless person" includes-an individual who lacks a fixed, regular, and adequate nighttime residence; and
- 2) an individual who has a primary nighttime residence that is
  - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
  - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
  - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

## **At-Risk Criteria (continued)**

### **Student Eligibility Using Local Criteria**

School Districts may use local criteria for identifying “students at risk of dropping out of school” as long as:

- The number of students identified and served with SCE funds is limited to 10% of the number of students who received SCE services from the district using the state criteria during the preceding school year and
- The local criteria have been approved by the local board of trustees.

For more SCE Update information, please visit: <http://www.tea.state.tx.us/stcomped/>

# Dumas ISD Highly Qualified Teacher Plan 2013-14

<b>Goal</b>	Highly Qualified Staff: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.				
<b>Performance Measure</b>	1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2013-14				
	2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2013-14				
	3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2013-14				
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2013-14				
	5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-highly qualified teachers				
	6. Attract and retain highly qualified teachers.				
	7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.				
<b>Summative Evaluation</b>	Personnel files, highly qualified worksheets, and principal attestations				
<b>Strategy/Activity</b>	<b>Population</b>	<b>Person Responsible</b>	<b>Budget/Resource</b>	<b>Formative Assessment</b>	<b>Timeline</b>
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Assistant Superintendent for Personnel	Local Funds	Number of positions posted Number of applications completed	September, November March-May
Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Assistant Superintendent for Personnel , Mentor Teachers, Campus Principals	Local Funds	Mentor assignments Mentor conference logs	August/November December/Apri/May
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Assistant Superintendent for Personnel	Local Funds	Personnel files Teacher interviews	July/August
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified. Teachers will be notified every two months about testing dates and records will be reviewed after test results are given.	All Teachers	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Number of teachers in ACPs Personnel files	August/January Every 2 months
Analyze staffing procedures at the affected Campuses and look at ways to ensure strategies to reduce the gap of inexperienced teachers at high minority/poverty campuses.	All Staff Members	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Staffing procedures Number of HQ teachers at high poverty/minority schools	May

LEA Name:	Dumas ISD
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## Data Analysis Summary

<b>Is this a district submission or campus submission?</b>	<b>Campus</b>
<b>Is your district staged in PBM?</b>	<b>Yes</b>
<b>Definition/Purpose:</b>	<i>Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.</i>
<b>Summary of findings</b>	<b>A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the basis for the needs assessment process.</b>
<b>Section 1: Student Achievement</b>	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 1 data over time?	Math and reading are weak areas. Both are trending down.
What impact do the trends have on Index 1?	We are not meeting the needs of our ELL's.
What other insights do the data reveal that impact student success?	We need to improve attendance rates..
<b>Section 2: Student Progress</b>	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 2 data over time?	All student #'s stayed the same. While we were up 3 in our ELL numbers.
What impact do the trends have on Index 2?	We are not gaining a year's growth.
What other insights do the data reveal that impact student success?	We need to track and target new students, RTI students , excessive absences and excessive discipline referrals.
<b>Section 3: Closing Performance Gaps</b>	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 3 data over time?	We increased our number of economically disadvantaged students.
What impact do the trends have on Index 3?	We are not meeting the needs of these children,
What other insights do the data reveal that impact student success?	We need to monitor student growth through out the year. Lookig at attendance, discipline and RTI growth.



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## Data Analysis Summary


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## Needs Assessment Summary and Improvement Plan

<b>Definition/Purpose:</b>	<i>After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</i>
<b>Identified and Prioritized Needs:</b> It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.	
<b>Need 1:</b>	Sunset Elementary needs to build all ELL's schema.
<b>Need 2:</b>	We need to increase ELL's English Vocabulary.
<b>Need 3:</b>	
<b>Need 4:</b>	
<b>Need 5:</b>	

**\*\*\*Important Notice! Upon completion of the Improvement Plan, please complete Attestation Statement at the bottom of this tab!\*\*\***

<b>Need:</b>	Sunset Elementary needs to build all ELL's schema.
<b>Index:</b>	1
<b>Critical Success Factor:</b>	Improve Academic Performance
<b>Annual Goal:</b>	To increase Level II ELL scores by 5% in math.
<b>Strategy:</b>	We will continue with ESL pull-out and begin to incorporate Realia and after school tutorials for our ELL's. We will also continue to review data in order to make educated academic plans.



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## Needs Assessment Summary and Improvement Plan

<b>How will addressing this need impact the index/CSF or major system identified?</b>	will bridge the gap in their academic learning. Target our Pre-K , K ,1 & 2 students that come to us with little or no life experiences due to lack of communication and	
<b>Cell applies only to district submissions</b>		
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LEA Name:	Dumas ISD
Campus Name:	Sunset Elementary

## Needs Assessment Summary and Improvement Plan

Need

Interventions by Quarter							
Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
<b>To date, what actions have been taken to address Need 1?</b>	We will continue our ESL and bilingual programs. Field trips will have an educational purpose. Video conferences to connect learning with everyday activities.						
		<b>Q2 Goal:</b> Increase Level II ELL scores by 5% in math.		<b>Q3 Goal:</b> Increase Level II ELL scores by 5% in math.		<b>Q4 Goal:</b> Increase Level II ELL scores by 5% in math.	
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		1) After school tutorials using DynEd -Kids! Academic vocabulary word wall-with picutes by cafeteria entrance.		1) After school tutorials using DynEd -Kids! Academic vocabulary word wall-with picutes by cafeteria entrance.		1) After school tutorials using DynEd -Kids! Academic vocabulary word wall-with picutes by cafeteria entrance.	
		2) Use of Realia in Pre-K -2 grades.		2) Use of Realia in Pre-K -2 grades.		2) Use of Realia in Pre-K -2 grades.	
		3) Daily writing in all grade levels.		3) Daily writing in all grade levels.		3) Daily writing in all grade levels.	
		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>	
		1) Assessment scores(summative) 6wks.		1) Assessment scores(summative) 6wks.		1) Assessment scores(summative) 6wks.	
		2) DynEd reports.		2) DynEd reports.		2) DynEd reports.	
		Weekly formative assessments at each grade level.		Weekly formative assessments at each grade level.		Weekly formative assessments at each grade level.	
		4)		4)		4)	

End of Quarter Reporting							
Q1 Report		Q2 Report		Q3 Report		Q4 Report	
	<b>Are you on track to meet the annual goal?</b>			<b>Are you on track to meet the annual goal?</b>		<b>Are you on track to meet the annual goal?</b>	
	Describe the data or evidence used to determine if the goal will or won't be met.			data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
	What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

LEA Name:	Dumas ISD
Campus Name:	Sunset Elementary

## Needs Assessment Summary and Improvement Plan

<b>Need:</b>	We need to increase ELL's English Vocabulary.
<b>Index:</b>	1
<b>Critical Success Factor:</b>	Improve Academic Performance
<b>Annual Goal:</b>	To increase Level II ELL scores by 5% in Reading and Math
<b>Strategy:</b>	Build ELL's English vocabulary by the use of Realia and Academic Word Wall's pictures.
<b>How will addressing this need impact the index and CSF identified?</b>	By addressing English vocabulary we will be able to raise academic performance. Using an Academic word wall with pictures will help connect the word to something

**Cell applies only to district submissions**

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### Interventions by Quarter

**Need 2**

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)					
<b>To date, what actions have been taken to address Need 2?</b>	pullout and bilingual classrooms . The students are also using Realia in the ESL classroom. We have seen improvement in ELL's as they are able to make connections between the word and the actual object.		Increase Level II ELL scores by 5% in Reading and Math.		Increase Level II ELL scores by 5% in Reading and Math.		Increase Level II ELL scores by 5% in Reading and Math.				
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>					
		1) After school tutorials using DynEd -Kids!	Academic vocabulary word wall-with picutes by cafeteria entrance.	2) picutes by cafeteria entrance.	3) Use of Realia in Pre-K -2 grades.	4) Daily writing in all grade levels.	1) After school tutorials using DynEd -Kids!	Academic vocabulary word wall-with picutes by cafeteria entrance.	2) picutes by cafeteria entrance.	3) Use of Realia in Pre-K -2 grades.	4) Daily writing in all grade levels.
		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>					
		1) Assessment scores(summative) 6wks.	2) DynEd reports.	1) Assessment sscores(summative) 6wks.	2) DynEd reports.	1) Assessment sscores(summative) 6wks.	2) DynEd reports.				

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## Needs Assessment Summary and Improvement Plan

		3) Weekly formative assessments at each grade level.	3) Weekly formative assessments at each grade level.	3) Weekly formative assessments at each grade level.
		4)	4)	4)

LEA Name:	Dumas ISD
Campus Name:	Sunset Elementary

## Needs Assessment Summary and Improvement Plan

End of Quarter Reporting						
Q1 Report	Q2 Report		Q3 Report		Q4 Report	
	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

<b>Attestation Statement:</b>	<input checked="" type="checkbox"/> By checking the box, I attest that an on-site needs assessment has been conducted TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.
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