

SUNSET ELEMENTARY

Campus Improvement Plan

2015/2016

*SUNSET PRIDE NEVER DIES..
EVERY CHILD, EVERY DAY...THE SUNSET WAY*

Kelly D. Carrell
401 W.14th
935-2127

Date Reviewed: 09/29/15

Date Approved: 09/29/15

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, Stephanie | 3rd Teacher |
| Clark, John | Business |
| Erives, Leticia | 1st Teacher |
| Gaddy, T.J. | 2nd Teacher |
| Guerra, Phil | District-Level |
| Loya, Diana | Professional |
| Mcdowell, Kara | 4th Teacher |
| Mills, Jennifer | Professional |
| Olivas, Maria | Parent |
| Pingelton, Jerod | Community |
| Reznik, Julie | K |

Sunset Elementary Needs Assessment Summary

The major strengths and areas of need for the 2015-2016 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.
4. Sunset promotes accountability and achievement through after school tutorials, Fun Club and small group tutorials.
5. Sunset provides a safe and orderly learning environment.
6. Challenge students to meet their full potential in the core subjects.
7. Morning Assembly.
8. Installation of PLC's into the daily schedule.

Areas of Need:

1. Staff development for special student populations such as Special Education, LEP, Migrant, G/T. and At -Risk.
2. Improve the fluency of our students in all grade levels.
3. Staff development for team building.
4. Target our ELL population. Continue to offer support and small group tutorials
5. Phonics integrated in K-2.

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 SUNSET EL (171901104) - DUMAS ISD

Accountability Rating

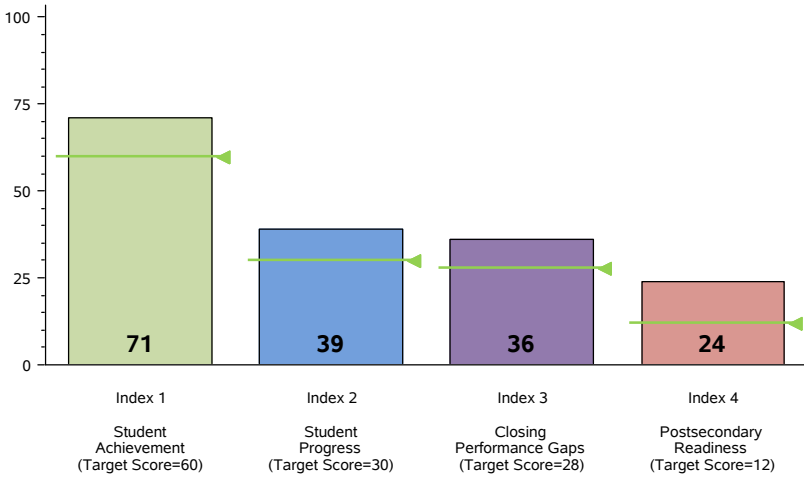
Met Standard

| | |
|---|--|
| Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness | Did Not Meet Standards on - NONE |
| In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4. | |

Distinction Designation

| | |
|---|------------------------------|
| Academic Achievement in Reading/ELA | NO DISTINCTION EARNED |
| Academic Achievement in Mathematics | NOT ELIGIBLE |
| Academic Achievement in Science | NOT ELIGIBLE |
| Academic Achievement in Social Studies | NOT ELIGIBLE |
| Top 25 Percent Student Progress | NO DISTINCTION EARNED |
| Top 25 Percent Closing Performance Gaps | NO DISTINCTION EARNED |
| Postsecondary Readiness | NO DISTINCTION EARNED |

Performance Index Report



Campus Demographics

| | |
|------------------------------------|--------------|
| Campus Type | Elementary |
| Campus Size | 464 Students |
| Grade Span | PK - 04 |
| Percent Economically Disadvantaged | 87.5 |
| Percent English Language Learners | 48.3 |
| Mobility Rate | 16.1 |

Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement | 142 | 200 | 71 |
| 2 - Student Progress | 231 | 600 | 39 |
| 3 - Closing Performance Gaps | 145 | 400 | 36 |
| 4 - Postsecondary Readiness | | | |
| STAAR Score | 24.0 | | |
| Graduation Rate Score | N/A | | |
| Graduation Plan Score | N/A | | |
| Postsecondary Component Score | N/A | | 24 |

State System Safeguards

Number and Percent of Indicators Met

| | |
|---------------------|----------------------------|
| Performance Rates | 7 out of 7 = 100% |
| Participation Rates | 4 out of 4 = 100% |
| Graduation Rates | N/A |
| Total | 11 out of 11 = 100% |

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

Resources

| Resource | Source |
|---------------------|---------|
| IDEA Preschool | Federal |
| Title I Focus Grant | Federal |
| Title IA | Federal |
| Local Funds | Local |
| State Compensatory | State |
| State ESL | 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 2015/2016 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, TAPR and walk-thrus

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|--------------|--|---|
| 1. Common assessments and benchmarks revised to meet state assessments needs. (Title I SW: 8,9,10) (Title I TA: 1,3) (Target Group: All) (NCLB: 1) | Elementary Curriculum Director, Principal | May | (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: 2,9) (Title I TA: 1,2,4) (Target Group: All, AtRisk) (NCLB: 1) | Counselor(s), Elementary Curriculum Director, Principal | On going | (L)Local Funds | Formative - Increase number of homeless and at-risk students served during the academic year. |
| 3. 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) (Title I TA: 1,2,3,4,8) (Target Group: SPED) (NCLB: 1) | Principal, Special Services Director | August-May | (O)FTEs - 3.5, (S)State SpEd - \$141,179 | Formative - Increase scores on state assessment, grades and district benchmarks. |
| 4. Sunset will implement a CLT and incorporate Professional Learning Communities into the daily schedule. (Title I SW: 1,8,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2) | Instructional Coach, Principal, Teacher(s) | Aug-May | (L)Local Funds | Formative - Formative-Increase in state scores and district assessments |
| 5. Provide students with skill building activities aligned with TEKS. (Title I SW: 1,2,9) (Title I TA: 1,3,8) (Target Group: All) (NCLB: 1) | Principal, Teacher(s) | August - May | (L)Local Funds | 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: 2,3,9) (Target Group: AtRisk) (NCLB: 1) | Elementary Curriculum Director, Principal, Teacher(s) | Aug.-May | (O)FTEs - 2, (S)State Compensatory - \$115,744 | Formative - Increased reading proficiency among participants |
| 2. Early literacy framework and strategies coached by the reading instructional coach. (Title I SW: 2,3,4,7,9,10) (Target Group: All) (NCLB: 1,2) | Elementary Curriculum Director, Instructional Coach, Principal | Each reporting period | (F)Title IA , (L)Local Funds, (O)FTEs - 1 | Formative - Increased reading proficiency as measured by K-2 local assessments and 3rd-4th state assessments. |
| 3. Provide a seamless transition from second grade early literacy to third grade state assessments (Title I SW: 9,10) (Target Group: All) (NCLB: 1,2) | Elementary Curriculum Director, Principal, Teacher(s) | Aug.-May | (L)Local Funds | Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments. |
| 4. Use of Empowering Writers writing process. (Title I SW: 2,3,9) (Target Group: All) (NCLB: 1,2) | Elementary Curriculum Director, Principal, Teacher(s) | Aug.-May | (L)Local Funds | Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction. |
| 5. Tutorial program- during the school day and after the bell rings. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5) | Elementary Curriculum Director, Principal, Teacher(s) | Aug.-May | (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) | Aug.-May | (L)Local Funds | Formative - Increased in 3rd and 4th local assessment scores, |
| 7. Use of Istation as an Rtl intervention. (Title I SW: 1,9) (Target Group: All) (NCLB: 1,2,5) | Assistant Principal(s), Campus Instructional Technologist, Elementary Curriculum Director, Principal | Aug.-May | (L)Local Funds | Formative - Increase in 3rd and 4th local assessment scores. Also , provide prescriptive tutorials for identified students. |
| 8. Math strategies coached by math instructional coach. (Title I SW: 2,3,5,9,10) (Target Group: All) (NCLB: 1,2) | Elementary Curriculum Director, Instructional Coach, Principal | Aug.-May | (L)Local Funds | Formative - Increased math scores as measured my K-2 local assessments and 3rd-4th state assessments. |

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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 |
|---|-----------------------|----------|----------------|--|
| 9. Sunset will have a DEAR Day at the end of each six weeks. (Title I SW: 2,3,6) (Title I TA: 7) (Target Group: All) (NCLB: 1,2) | Principal, Teacher(s) | Aug.-May | (L)Local Funds | Formative - Increased reading scores. |
| 10. Sunset 4th graders will participate in RAAR (Read Aloud AT Recess). (Title I SW: 3) (Title I TA: 1,2) (Target Group: All) (NCLB: 1,2,5) | Teacher(s) | Aug.-May | (L)Local Funds | Formative - Increase state assessment scores, fluency and comprehension. |

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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, TAPR.

| 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.-May | (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.-May | (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.-May | (L)Local Funds | Formative - Increased scores on special education student state assessment scores |
| 4. Bilingual and ESL classes with assistants. (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2) | Assistant Superintendent for Instruction, Principal, Teacher(s) | August and May | (F)Title IA - \$0, (O)FTEs - 1.9, (S)State ESL - \$28,994 | Formative - Increased scores on LEP student state assessment |
| 5. 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, Teacher(s) | August - May | (F)Title I Focus Grant, (L)Local Funds | Formative - Formative - Increased scores for the ELL subgroup |
| 6. Sunset will continue to build schema and language development through the use of Chromebooks during work stations. All students including our ELL's will be able to access DynEd and early intervention programs. (Title I SW: 2,9) (Target Group: All) (NCLB: 1,2) | Teacher(s) | Aug. -May | (F)Title I Focus Grant | Formative - Increase in TELPAS and State assessment scores. |

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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, TAPR, 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.-May | (L)Local Funds | 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) | Aug.-May | (L)Local Funds | Formative - Decreased number of students referred for special education testing. |
| 3. Continue implementation of local Rtl 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 - \$0 | Formative - Increased state assessment scores. |
| 5. Use of iPads to provide Rtl programs to students (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5) | Principal, Special Services Director, Teacher(s) | Aug.-May | (L)Local Funds | Formative - Increased state assessment scores |
| 6. Renaissance will be used to screen all students in grades K-4 . (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5) | Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s) | Aug.-May | (L)Local Funds | Formative - Increased state assessment scores and provide intervention for those students that require immediate action. |

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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 an assistant. (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5) | Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal | Aug.-May | (F)Title IA - \$20,110, (O)FTEs - 1 | 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, PEIMS Coordinator, Principal | May | (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) | Aug.-May | (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.-May | (F)IDEA Preschool - \$150,799, (F)Title IA - \$42,981, (O)FTEs - 3.97 | Formative - Student progress on Kindergarten testing. |

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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), PEIMS Coordinator | Aug. -May | (L)Local Funds | Formative - Increased number of homeless and at-risk students served during the academic year |

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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 meet state and federal accountability standards. Summative evaluation: state assessment results, 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 | (L)Local Funds | Formative - Increased effectiveness of G/T instruction |

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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. Summative Evaluation: lesson plans and sign in sheets.

| 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) | Aug.-May | (L)Local Funds | Formative - Increased physical fitness of all students. |
| 2. All students will participate in Fitnessgram. Sunset will target 3rd and 4th graders. (Title I SW: 9,10) (Target Group: All) (NCLB: 1) | Elementary Curriculum Director, Principal, Teacher(s) | April | (L)Local Funds | Summative - Fitnessgram results. |
| 3. CATCH(coordinated Approach to Child Health) will be fully implemented in grades K-4. (Title I SW: 9,10) (Target Group: All) (NCLB: 1,4) | Elementary Curriculum Director, Principal, Teacher(s) | August | (L)Local Funds | Formative - Lesson Plans. |
| 4. Wellness Wednesday- Staff weight loss and exercise incentive program. (Title I SW: 10) (Target Group: M, F) (NCLB: 1) | Principal, Teacher(s) | August | (L)Local Funds | Formative - Increased physical fitness of staff. |
| 5. Sunset will provide a running club for students in 3rd-4th grade. (Title I SW: 10) (Target Group: All, 3rd, 4th) (NCLB: 1) | Teacher(s) | Aug.-May | (L)Local Funds | Formative - Increased student physical fitness. |

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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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-----------|----------------|--|
| 1. TPTR trainings with emphasis on instructional techniques and methodologies (Title I SW: 1,4) (Target Group: All) (NCLB: 3) | Assistant Superintendent for Instruction | Aug.-May | (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.-May | (L)Local Funds | Formative - Increased state assessment scores |
| 3. Teachers will work closely with the special education teacher to better understand the referral process , inclusion accommodations, evaluations and eligibilty. (Title I SW: 4) (Target Group: SPED) (NCLB: 3) | Principal, Special Services Director, Teacher(s) | October | (L)Local Funds | Formative - Better understanding of how special education and regular education work together. |
| 4. Teachers will be trained in literacy strategies by reading instructional coach. (Title I SW: 4) (Target Group: All) (NCLB: 3) | Elementary Curriculum Director, Instructional Coach, Principal | Aug.-May | (L)Local Funds | Formative - Increased writing and reading scores on state assessments. |
| 5. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Target Group: All) (NCLB: 3) | Instructional Technology Coordinator, PEIMS Coordinator, Principal, Teacher(s) | August | (L)Local Funds | Formative - Increased accuracy of student attendance and grades |
| 6. All staff will be offered technology training through Eduphoria. (Title I SW: 4) (Target Group: All) (NCLB: 3) | Instructional Technology Coordinator, Principal, Teacher(s) | Aug.-May | (L)Local Funds | Formative - Increased ability of staff to use technolgy and become technologically literate. |
| 7. Differentiation strategies for LEP students through Sheltered instruction. All teachers will be trained and encouraged to document strategies in lesson plans. (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3) | Assistant Superintendent for Instruction, Principal, Teacher(s) | Aug. | (L)Local Funds | Formative - Increased awareness of LEP student needs how to raise test scores. |
| 8. All grade level teachers will participate in PLCs and academic teaming. (Title I SW: 3,4,8) (Target Group: All) (NCLB: 3) | Instructional Coach, Principal, Teacher(s) | Aug. -May | (L)Local Funds | Formative - Increased state assessment scores. |

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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 | Aug.-May | (F)Title IA - \$24,741 | 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 |

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- 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) | 2 x per year | (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 and Spring | (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 | (L)Local Funds | Formative - Increased parental involvement |
| 4. Open Houses (Title I SW: 6) (Target Group: All) (NCLB: 4) | Principal, Superintendent, Teacher(s) | Fall | (L)Local Funds | Formative - Increased parental involvement |
| 5. Sunset will communicate with parents through our newsletter, SchoolWay App and the google calendar on the home page. (Title I SW: 6) (Target Group: All) (NCLB: 1,4) | Principal | Aug.-May | (L)Local Funds | Formative - Increase parental involvement. |

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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 on campus. (Target Group: All) (NCLB: 4) | Operations Director, Principal, Teacher(s) | Aug.-May | (L)Local Funds | Formative - Maintain safety of campus. |
| 2. Maintain surveillance system on campus. (Target Group: All) (NCLB: 4) | Chief of Police, Principal, Superintendent | Aug.-May | (L)Local Funds | Formative - Maintain safety of campus. |
| 3. CPI Trainings (Title I SW: 1) (Target Group: All) (NCLB: 4) | Principal, Special Services Director | October | (L)Local Funds | Formative - Better understanding of conflict resolution |
| 4. Create Safety and Security team. (Target Group: All) (NCLB: 4) | Assistant Principal(s), Chief of Police, Teacher(s) | Aug. | (L)Local Funds | Formative - Formative-maintain a safe and secure learning environment. |

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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 campus. (Title I SW: 1) (Target Group: All) (NCLB: 4) | Assistant Superintendent for Instruction, Principal | August | (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.-May | (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.-May | (L)Local Funds | Formative - Increased student awareness |
| 4. Principal 100 club- to promote positive behavior. (Title I SW: 1) (Target Group: All) (NCLB: 4) | Principal, Teacher(s) | Aug.-May | (L)Local Funds | Formative - Decrease in office referrals. |
| 5. Principal will provide each student with a Sunset Elementary Lanyard. Character banners will be added for perfect attendance, A.R. goals met and positive behavior. (Title I SW: 1) (Target Group: All) (NCLB: 4) | Principal | Aug.-May | (L)Local Funds | Formative - Increase in positive behaviors. |

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, fire department schedule, incident reports, sweep reports

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|----------------|----------------|---|
| 1. Each core K-4 teacher will teach 1 lesson from the DAVE curriculum each year (Title I SW: 9) (Target Group: All) (NCLB: 4) | Chief of Police, Counselor(s), Teacher(s) | Aug.-May | (L)Local Funds | Formative - Decreased substance abuse and violent incidents |
| 2. Firehouse for grades 1 & 3, provided by Dumas Fire Department (Target Group: All) (NCLB: 4) | Principal, Superintendent | Ocober | (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) | Chief of Police, Principal, 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) | Counselor(s), Instructional Technology Coordinator, Principal, Teacher(s) | August and May | (L)Local Funds | Formative - Increased student awareness |

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 Guidelines

Dumas ISD has adopted the thirteen criteria delineated in TEC §29.081 as the criteria used in identifying students who are eligible to receive intensive, supplemental services.

A student at risk of dropping out of school includes each student who is under 21 years of age and who as per Section 29.081 of TEC:

- A. is in prekindergarten, 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;
- B. 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.
- C. was not advanced from one grade level to the next for one or more school years;
- D. 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 (refer to appendix 1 for 110% chart);
- E. is pregnant or is a parent;
- F. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.
- G. has been expelled in accordance with Section 37.007 during the preceding or current school year;
- H. is currently on parole, probation, deferred prosecution or other conditional release;
- I. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- J. is a student of limited English proficiency, as defined by Section 29.052;
- K. 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;
- L. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- M. 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.

Dumas ISD Highly Qualified Teacher Plan

| | | | | | |
|--|--|---|------------------------|---|--------------------------------------|
| Goal | Highly Qualified Staff: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals. | | | | |
| Performance Measure | 1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2014-15 | | | | |
| | 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 2014-15 | | | | |
| | 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 2014-15 | | | | |
| | 4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2014-15 | | | | |
| | 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. | | | | |
| Summative Evaluation | Personnel files, highly qualified worksheets, and principal attestations | | | | |
| Strategy/Activity | Population | Person Responsible | Budget/Resource | Formative Assessment | Timeline |
| 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 |

Campus Information

| | | |
|--|-------------------|-----------------------------|
| Campus Name: | Sunset Elementary | |
| Campus Leadership Team Members: | Name | Position |
| | Kelly D. Carrell | Principal |
| | Laura Vargas | Kindergarten |
| | Leticia Erives | 1st grade |
| | Amanda Johnson | 2nd grade |
| | Laura Smith | 3rd grade |
| | Kara McDowell | 4th grade |
| | Micki Woodman | ESL |
| | Cindy Quirk | Math Instructional Coach |
| | Miriam Jalkh | Reading Instructional Coach |
| | | |

Data Analysis Summary

| | |
|---|---|
| Definition/Purpose | 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. |
| Summary of findings | 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. |
| Section 1: Student Achievement | |
| Index 1 Met? | Yes, |
| Index score: | 71 |
| What are the trends in the index 1 data over time? | Our reading scores are beginning to trend upwards. We are making slower progress in 3rd grade. Even though math did not count this year , we are trending upwards. |
| What impact do the trends have on Index 1? | We still need to meet the needs of our ELL's. |
| What other insights do the data reveal that impact student success? | Attendance rate will become Need #3 for our campus. Getting students here consistently will certainly help with success factors. |
| Section 2: Student Progress | |
| Index 2 Met? | Yes |
| Index score: | 39 |
| What are the trends in the index 2 data over time? | This is one Index Sunset must focus on. Our student numbers stayed the same, we were down 2 ELL students. |
| 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? | Sunset will continue to track and target students that are RTI, new,have excessive absences or discipline referrals. |
| Section 3: Closing Performance Gaps | |
| Index 3 Met? | Yes |
| Index score: | 36 |
| What are the trends in the index 3 data over time? | We have closed gaps in the "all student" category. Especially in reading.We have stayed the same in economically disadvantaged students. |
| What impact do the trends have on Index 3? | Our interventions seem to be working for these students. |
| What other insights do the data reveal that impact student success? | We will continue to monitor student progress throughout the year. This will be done in our weekly PLC meetings. All data will be reviewed at this time. |

| Section 4: Postsecondary Readiness | |
|---|---|
| Index 4 Met? | Yes |
| Index score: | 24 |
| What are the trends in the index 4 data over time? | We did not receive distinctions in this area. |
| What impact do the trends have on Index 4? | This year we had more students receive recommended standards. |
| What other insights do the data reveal that impact student success? | We need to target attendance and all academic areas for all students. |
| Section 5: System Safeguards | |
| Were system safeguards missed for Performance? | No |
| Were system safeguards missed for Participation? | No |
| Were system safeguards missed for Graduation? | No |
| What are the trends in the System Safeguard data over time? | We are making some gains with our ELL's. |
| What other insights do the data reveal that impact student success? | We must continue to target our ELL and Eco Dis population. Which is our All Student category. |
| Section 6: PBM | |
| In what program areas is the district staged for Performance Based Monitoring? | Bilingual/ESL and Special Education |
| If the campus is contributing to the district's PBM staging please explain. Enter your answer in the cell to the right. | |

Needs Assessment Summary and Improvement Plan

| | |
|---|---|
| Definition/Purpose | 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. |
| Identified and Prioritized Needs: 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. | |
| Need 1: | Sunset Elementary will continue to build schema for ELL students. |
| Need 2: | Sunset Elementary will increase English vocabulary for all ELL students. |
| Need 3: | Sunset will work towards increasing attendance to 96 percent. |
| Need 4: | |
| Need 5: | |

| | |
|---|---|
| Need 1: | Sunset Elementary will continue to build schema for ELL students. |
| Index(es) Addressed: | 1 |
| Critical Success Factor: | Improve Academic Performance. |
| Annual Goal: | To increase Level II ELL scores by 5% in Math. |
| Strategy: | We will continue with ESL pull-out, Realia, and after school tutorials. We will also continue to review data in order to make educated academic plans. |
| How will addressing this need impact the index/CSF or major system identified? | We will continue to close 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. |

Interventions by Quarter

| | | | |
|----------------------|--------------------|--------------------|---------------------|
| Q1 (July, Aug, Sept) | Q2 (Oct, Nov, Dec) | Q3 (Jan, Feb, Mar) | Q4 (Apr, May, June) |
|----------------------|--------------------|--------------------|---------------------|

| | | | | | | | |
|---|--|--|---|--|---|---|--|
| To date, what actions have been taken to address Need 1? | We will continue our ESL and biligual programs. Field trips will have an educational purpose. Video conferences to connect learning with everyday activites. Math facts will part of the daily schedule. | Q2 Goal: | Increase Level II ELL scores by 5 % in math. | Q3 Goal: | Increase Level II ELL scores by 5 % in math. | Q4 Goal: | |
| | | Interventions: | | Interventions: | | Interventions: | |
| | | 1. Use of Dyn-Ed for all ELL students | | 1. Use of Dyn-Ed for all ELL students | | | |
| | | 2. Academic vocabulary word walls with pictures posted through out the building. | | 2. Academic vocabulary word walls with pictures posted through out the building. | | | |
| | | 3. Use of Realia in Pre K-2. | | 3. Use of Realia in Pre K-2. | | | |
| | | 4. Daily math facts. | | 4. Daily math facts. | | | |
| | | What data will be collected to monitor interventions? | | What data will be collected to monitor interventions? | | What data will be collected to monitor interventions? | |
| | | 1. Assessment scores (summative) each 6 wks. | | 5. PLC group analysis data with ELL scores documented separately. | | 4. Weekly formative assessments at each grade level. | |
| | | 2. Benchmark and OS scores. | | 1. Assessment scores (summative) each 6 wks. | | 5. PLC group analysis data with ELL scores documented separately. | |
| | | 3. Dyn-Ed reports. | | 2. Benchmark and OS scores. | | | |
| 4. Weekly formative assessments at each grade level. | | 3. Dyn-Ed reports. | | | | | |

End of Quarter Reporting

| 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? | |

| | |
|---------------------------------|---|
| Need 2: | Sunset Elementary will increase English vocabulary for all ELL students. |
| Index(es) Addressed: | 1 |
| Critical Success Factor: | Improve Academic Performance |
| Annual Goal: | To increase Level II ELL scores in reading by 5 %. |
| Strategy: | Build ELL's English vocabulary by the use of Realia and Academic word wall with corresponding pictures. |

| | |
|--|---|
| <p>How will addressing this need impact the index/CSF or major system identified?</p> | <p>By addressing academic vocabulary we will be able to raise academic performance. Using an Academic word wall with pictures will help connect the word to something concrete.</p> |
|--|---|

Interventions by Quarter

| Q1 (July, Aug, Sept) | | Q2 (Oct, Nov, Dec) | | Q3 (Jan, Feb, Mar) | | Q4 (Apr, May, June) | |
|--|---|--|--|--|--|--|--|
| <p>To date, what actions have been taken to address Need 1?</p> | <p>We will continue the ESL pullout and bilingual classrooms. The students are also using Realia in the ESL and regular Ed classrooms. We want to see continued improvement in ELL's as they are able to make connections between the word and the actual object.</p> | <p>Q2 Goal:</p> | <p>Increase Level II ELL scores in Reading by 5%.</p> | <p>Q3 Goal:</p> | <p>Increase Level II ELL scores in Reading by 5%.</p> | <p>Q4 Goal:</p> | |
| | | <p align="center">Interventions:</p> | | <p align="center">Interventions:</p> | | <p align="center">Interventions:</p> | |
| | | <p>1. Use of Dyn-Ed with ELL students.</p> | | <p>5. RAAR-Reading Aloud At Recess</p> | | <p>4. Daily reading and writing in all grade levels.</p> | |
| | | <p>2. Academic vocabulary word wall -with pictorial representation through out the</p> | | <p>1. Use of Dyn-Ed with ELL students.</p> | | <p>5. RAAR-Reading Aloud At Recess</p> | |
| | | <p>3. Use of Realia in Pre K-2.</p> | | <p>2. Academic vocabulary word wall -with pictorial representation through out the</p> | | | |
| | | <p>4. Daily reading and writing in all grade levels.</p> | | <p>3. Use of Realia in Pre K-2.</p> | | | |
| | | <p align="center">What data will be collected to monitor interventions?</p> | | <p align="center">What data will be collected to monitor interventions?</p> | | <p align="center">What data will be collected to monitor interventions?</p> | |
| | | <p>1. Assesment scores each 6 wks.</p> | | <p>1. Assesment scores each 6 wks.</p> | | | |
| | | <p>2. Dyn-Ed reports.</p> | | <p>2. Dyn-Ed reports.</p> | | | |
| <p>3. Weekly formative assesments at each grade level.</p> | | <p>3. Weekly formative assesments at each grade level.</p> | | | | | |

| | | | | |
|--|--|-----------------------------|-----------------------------|--|
| | | 4. Benchmark and OS scores. | 4. Benchmark and OS scores. | |
|--|--|-----------------------------|-----------------------------|--|

End of Quarter Reporting

| 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? | |

| | |
|---------------------------------|---|
| Need 3: | Sunset will work towards increasing attendance to 96 percent. |
| Index(es) Addressed: | 1,2,3, and 4 |
| Critical Success Factor: | Increase student learning time. |

| | |
|---|--|
| Annual Goal: | To increase our attendance percentage to 96. Once reached, we will work to maintain . |
| Strategy: | Have extrinsic motivators to help encourage their attendance. We will use Spirit Monkey lanyards and sticks. |
| How will addressing this need impact the index/CSF or major system identified? | Hopefully, motivate students to attend school. |

Interventions by Quarter

| Q1 (July, Aug, Sept) | | Q2 (Oct, Nov, Dec) | | Q3 (Jan, Feb, Mar) | | Q4 (Apr, May, June) | |
|---|---|---|----------------------------------|-----------------------|--|-----------------------|--|
| To date, what actions have been taken to | We will be presenting each student with a Sunset lanyard. At the end of each six weeks they will be recognized during | Q2 Goal: | Increase attendance rate. | Q3 Goal: | | Q4 Goal: | |
| | | Interventions: | | Interventions: | | Interventions: | |
| | | 1. Teacher's will have a classroom incentive plan . | | | | | |
| | | 2. Students will receive verbal recognition during assembly. | | | | | |
| | | 3. Students will receive their Sunset lanyard and spirit stick. | | | | | |

| | | | | |
|------------------------|--|---|--|--|
| address Need 1? | assembly. Their teacher will then give them their spirit stick for that six weeks. | 4. Students that are absent will receive a wellness call from the office. | | |
| | | What data will be collected to monitor interventions? | What data will be collected to monitor interventions? | What data will be collected to monitor interventions? |
| | | 1. Daily attendance reports. | | |
| | | | | |
| | | | | |
| | | | | |

End of Quarter Reporting

| 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? | |