

Sunray Independent School District
Sunray Middle School
2025-2026 Campus Improvement Plan

Mission Statement

The mission of SunrayMiddle School is to help each student become confident, hard-working and successful. The Sunray Staff and families are committed to providing a safe and positive learning community in which all students are challenged and encouraged to become lifelong learners as well as productive members of society.

In order to ensure that all students succeed, we will:

- Show enthusiasm in our teaching, creating an inviting learning environment.
- Be responsible for all student learning and mastering the state developed curriculum or TEKS.
- Expect all students to participate in at least one non-academic activity such as UIL, band, athletics, etc.
- Model and teach manners, respect, citizenship, and collaboration.
- Collaboratively create quality work in which students see the significance of the outcome, and in which students will engage and persist in order to obtain mastery of the work.

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

- Provide assessments that evaluate progress towards mastering of the TEKS and use those results to collaboratively determine our course of action to produce mastery for all students.
- Analyze assessment data to determine strengths and weaknesses in our students' learning.
- Analyze all other available data on students to determine individual and group needs of students to promote student learning.

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

- Collaboratively re-evaluate lessons to determine ways to improve student learning and then re-teach the lessons using different methods, and provide additional assistance.
- Collectively establish plans and strategies that will provide the student with the necessary additional time and support to ensure learning.

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

- Provide opportunities that will allow the student to explore and enhance learning through various presentation methods such as technology, art presentations, and other teacher developed methods. This will encourage creativity and a deeper level of learning from our students.

Vision

The vision of Sunray Middle School is to become a true professional learning community, a community of learners that is focused on the learning process.

Value Statement

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sunray Collegiate ISD is a 2-A rural school district located in the Panhandle of Texas, serving the community of Sunray, TX and serves approximately 600 students district wide.

Sunray Middle School includes grades 6-8, which serves 130 students. In terms of ethnicity, student sub-groups in 2023-2024 were: Hispanic 57.5%, White 40.6%, American Indian 0.6%, Asian 0%, and Two or More races 0.6%. We serve students in special populations, including Economically Disadvantaged 58.1%, English Learners(EL)/ Emergent Bilinguals(EB) 20.6%, and At-Risk 41.3%. Sunray Middle School is a Title 1 campus.

Demographics Strengths

Diverse student population with students of different backgrounds and experiences.

Staff member dedicated to serving EL/EB students.

Maintains smaller class sizes; averaging 15 students in core classes, with the largest class being 21.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The District, including Sunray MS, faces challenges meeting the academic, social and emotional needs of an ever changing student population.

Root Cause: As populations diversify in the Texas Panhandle, Sunray's population is also affected. Have a changing population due to the job opportunities in the area, which has made it hard to plan for especially for EB student population changes.

Problem Statement 2: Support from home

Root Cause: Many single family homes, and many homes where both parents have demanding jobs.

Problem Statement 3: Lack of local professional development that addresses low academic areas and special population needs.

Root Cause: Available training and changing of population.

Student Learning

Student Learning Summary

Sunray Middle School was rated a B for the 2024 - 2025 school year. Sunray Middle School needs to focus first on Domain 1, by moving students up, focusing on improving each group up a level. Sub population performance is declining at a higher rate than peers, especially at the higher levels of achievement (meets and masters).

Sunray Middle School does TEKS aligned assessments each six-weeks to monitor students' progress towards meeting mastery of the grade level TEKS.

Student Learning Strengths

Sunray Middle School continues its CTE offerings.

Sunray Middle School offers RLA classes as a double block for 90 minutes a day.

One-to-one Chromebooks.

PLC meetings set for grades 6-8 as it relates to struggling students.

IXL for HB3 to help remediate gaps in learning.

Dyslexia teacher that assesses and works with students.

Six Weeks TEKS aligned assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The District, including Sunray MS, faces challenges meeting the academic, social and emotional needs of an ever changing student population.

Root Cause: As populations diversify in the Texas Panhandle, Sunray's population is also affected. Have a changing population due to the job opportunities in the area, which has made it hard to plan for especially for EB student population changes.

Problem Statement 2: Lack of using the data to create instructional action plans.

Root Cause: Collaborative time for PLC and data meetings. PD over utilizing data to create instructional plans and to respond in the classroom.

Problem Statement 3: Lack of local professional development that addresses low academic areas and special population needs.

Root Cause: Available training and changing of population.

Problem Statement 4 (Prioritized): Lack of updated curriculum resources that align with the current TEKS.

Root Cause: Recent changes in administration and staff. Lack of funding for materials.

School Processes & Programs

School Processes & Programs Summary

Sunray Middle School is beginning to utilize committees and teams to guide campus processes, procedures and programs.

Curriculum is based on the state standards, using TEKS Resource System as the primary tool for implementation.

Professional development is hosted at the beginning of the year on campus, and continued trainings are available through region 16. Sunray Middle School provides substitutes and transportation for staff members attending Region 16 trainings.

Sunray ISD has upgraded and expanded the network to allow for increased use of instructional technology tools on all campuses, including 1:1 program at Sunray Middle School. The district is working to replace current technology and start a technology rotation cycle.

School Processes & Programs Strengths

Committees and teams setup for the campus, including Spirit, Transfer, Attendance and SSSP (Safe and Supportive School Program Team).

TEKS Resource System - program for the staff that gives TEKS information, including alignment, assessment, breakdowns and resources.

PLC teams to help with each other's development.

Trainings available through contract with Region 16.

Teachers receiving new computers this year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Support from home

Root Cause: Many single family homes, and many homes where both parents have demanding jobs.

Problem Statement 2: Lack of using the data to create instructional action plans.

Root Cause: Collaborative time for PLC and data meetings. PD over utilizing data to create instructional plans and to respond in the classroom.

Problem Statement 3 (Prioritized): Lack of opportunities for staff members to come together to promote educator and staff growth.

Root Cause: Lack of time and resources. Lack of mentoring of new staff.

Problem Statement 4: Lack of local professional development that addresses low academic areas and special population needs.

Root Cause: Available training and changing of population.

Problem Statement 5 (Prioritized): Lack of updated curriculum resources that align with the current TEKS.

Root Cause: Recent changes in administration and staff. Lack of funding for materials.

Problem Statement 6 (Prioritized): Lack of effective district and campus communication.

Root Cause: Disconnect between alignment of policies, procedures and processes across all campuses.

Problem Statement 7: Lack of staff leading up programs or participating in programs for growth and enrichment of students.

Root Cause: Staff burnout, opportunities communicated, and support from administration.

Problem Statement 8: Limited state funding and/or local property revenue decline for technology needs.

Root Cause: High cost of technology and the materials to operate required services, technology becoming outdated.

Problem Statement 9: Technology proficiencies level not growing among staff and administration.

Root Cause: Training resources

Perceptions

Perceptions Summary

Sunray Middle School is committed to soliciting the support and involvement of families, community members, and business partners. Parents are encouraged to participate in booster clubs and campus PTO organizations. Throughout the year, conference days are scheduled to discuss the progress made by student(s) with their families. Families and community members are invited to join us for our End of Year Open House.

Sunray Middle School has began steps to include more participation from staff in decision making procedures, and hopes to expand this into more groups of stakeholders, including students, parents and community members.

Sunray Middle School has prioritized improving communication standards to the community by having a website for information and sending information forward to be sent out on a district level.

Perceptions Strengths

Booster Club and PTO Organizations

Literacy Nights at the Elementary and Middle School

Open door policy for parent communication with administration and teachers

Relationship with local newspaper and radio station

Parent Portal for access to grading and attendance information

District and Campus Website and social media pages

Uniform date for parent/teacher conferences

End Of Year Open House

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parents feeling aware of student's progress at school or how to help student at home.

Root Cause: Communication methods not meeting the needs. Families not involved as much on campus or feeling welcome to the campus.

Problem Statement 2 (Prioritized): Lack of effective district and campus communication.

Root Cause: Disconnect between alignment of policies, procedures and processes across all campuses.

Priority Problem Statements

Problem Statement 1: Lack of effective district and campus communication.

Root Cause 1: Disconnect between alignment of policies, procedures and processes across all campuses.

Problem Statement 1 Areas: School Organization - School Processes & Programs - Perceptions

Problem Statement 2: Lack of parents feeling aware of student's progress at school or how to help student at home.

Root Cause 2: Communication methods not meeting the needs. Families not involved as much on campus or feeling welcome to the campus.

Problem Statement 2 Areas: Family and Community Engagement - Perceptions

Problem Statement 3: The District, including Sunray MS, faces challenges meeting the academic, social and emotional needs of an ever changing student population.

Root Cause 3: As populations diversify in the Texas Panhandle, Sunray's population is also affected. Have a changing population due to the job opportunities in the area, which has made it hard to plan for especially for EB student population changes.

Problem Statement 3 Areas: Demographics - Demographics - Student Learning

Problem Statement 4: Lack of opportunities for staff members to come together to promote educator and staff growth.

Root Cause 4: Lack of time and resources. Lack of mentoring of new staff.

Problem Statement 4 Areas: School Culture and Climate - School Processes & Programs

Problem Statement 5: Lack of updated curriculum resources that align with the current TEKS.

Root Cause 5: Recent changes in administration and staff. Lack of funding for materials.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Academic Performance: Sunray Middle School will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

Performance Objective 1: Sunray Middle School will meet or exceed an Accountability Rating of a B for the 25-26 School Year.


High Priority


HB3 Goal

Evaluation Data Sources: Texas Accountability Rating System

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize IXL to help students who have previously been unsuccessful on STAAR, or who teachers are worried about as an extra intervention.</p> <p>Strategy's Expected Result/Impact: Improved STAAR results, including gaps decreasing, in the Spring of 2025.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create committees in order to evaluate and select updated ELA curriculum, including looking at vertical alignment, during the spring for the upcoming 25-26 school year.</p> <p>Strategy's Expected Result/Impact: More aligned, effective and updated curriculum to be utilized in the coming years. This can help staff as well to know what the upcoming curriculum would be in order to feel more prepared and have time to plan.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Curriculum Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Academic Performance: Sunray Middle School will implement a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities, based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

Performance Objective 2: Sunray Middle School Emerging Bilingual (EB). and Special Education students will demonstrate improved performance on local and state assessments.

Evaluation Data Sources: Accountability report, including specific results over EB and Special Education populations.





Strategy 1 Details	Reviews			
<p>Strategy 1: Research how to become a content-based ESL program campus or other ways to do the pull-out model in a more effective manner by the end of the school year.</p> <p>Strategy's Expected Result/Impact: Gain insight on improving the current ESL to in the future help students exit the program, being able to get a composite passing score on TELPAS.</p> <p>Staff Responsible for Monitoring: Principal, ESL coordinator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize paraprofessionals for pull out and inclusion support of EB and ESL students.</p> <p>Strategy's Expected Result/Impact: Increased English acquisition that leads to increased performance in class and on the STAAR test.</p> <p>Staff Responsible for Monitoring: Principal , paras, and classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Teachers and Staff: Sunray Middle School will recruit, train, and retain highly qualified and effective personnel and support them with professional development, based on TEA Strategic Priority Goal: Recruit, support, and retain teachers.

Performance Objective 1: Sunray Middle School will strive to meet state, federal and local requirements that 100% of all teachers and paraprofessionals are highly certified through state initiatives and/or our local "grow your own" program.

HB3 Goal





Evaluation Data Sources: 100% staff certification reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Begin a mentor system of assigning teachers or staff members that are in their current role for 3 or less years a mentor with experience.</p> <p>Strategy's Expected Result/Impact: Develop young staff members as well as improve the community feel between staff.</p> <p>Staff Responsible for Monitoring: Principal and other leadership roles.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Teachers and Staff: Sunray Middle School will recruit, train, and retain highly qualified and effective personnel and support them with professional development, based on TEA Strategic Priority Goal: Recruit, support, and retain teachers.

Performance Objective 2: Sunray Middle School will provide professional development for 100% of teachers and staff members throughout the school year and through the summer to increase staff quality and retention.

Evaluation Data Sources: Twenty percent increase in professional development offering each school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Prioritize sharing professional development specific to staff members and provide resources including coverage for the school day and transportation.</p> <p>Strategy's Expected Result/Impact: Growing the staff in areas of need. Improve staff retention.</p> <p>Staff Responsible for Monitoring: Principal, teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Teachers and Staff: Sunray Middle School will recruit, train, and retain highly qualified and effective personnel and support them with professional development, based on TEA Strategic Priority Goal: Recruit, support, and retain teachers.

Performance Objective 3: Sunray Middle School teachers will successfully participate in TIA with students reaping the benefits of growth.





Evaluation Data Sources: Student growth data and teachers reaching TIA status

Goal 3: Parent/Community Involvement: Sunray Middle School will provide effective communication pathways, establishing an engaging, collaborative, and respectful relationship between all levels of stakeholders based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

Performance Objective 1: Sunray Middle School will provide parent and community involvement opportunities at the campus level.

HB3 Goal





Evaluation Data Sources: Parent and Community Involvement increase in the campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create parent volunteer spirit group and welcome them into facilitating events for the campus.</p> <p>Strategy's Expected Result/Impact: See an increase in pride and culture, including involvement of parents/ community.</p> <p>Staff Responsible for Monitoring: Principal, parents, community</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Parent/Community Involvement: Sunray Middle School will provide effective communication pathways, establishing an engaging, collaborative, and respectful relationship between all levels of stakeholders based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

Performance Objective 2: Sunray Middle School will provide opportunities for all stakeholders (staff, parents, community members, business members) to participate in the strategic planning of the campus, including but not limited to, community education forums, Title 1 meetings, and campus forums.





Evaluation Data Sources: At least 5 events planned and advertised for all stakeholders to attend.

Strategy 1 Details	Reviews			
<p>Strategy 1: Gather input through a survey sent strictly to middle school parents and guardians on what they are wanting to see for the campus, using Thrillshare to send it to parents.</p> <p>Strategy's Expected Result/Impact: Gain ideas on what is best in order to include parents and community more in the planning and processes of the school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of school year, utilizing a committee to create the opportunities and avenues as to how outside stakeholders and businesses can provide for our students.</p> <p>Strategy's Expected Result/Impact: Increase communication between the school and other stakeholders.</p> <p>Staff Responsible for Monitoring: Principal, designated committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Culture and Image Goal: Sunray Middle School will work to improve the culture and the image of the campus with the community and staff members.

Performance Objective 1: Sunray Middle School will increase school pride and Bobcat culture.





Evaluation Data Sources: Count of events for the school year that celebrate students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold morning meetings that focus on positive personality characteristics and help students develop bobcat pride.</p> <p>Strategy's Expected Result/Impact: A better community culture of staff and stakeholders helping to push pride in our campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Culture and Image Goal: Sunray Middle School will work to improve the culture and the image of the campus with the community and staff members.

Performance Objective 2: Improve public perception with open communication and transparency with community, parent, and staff

Evaluation Data Sources: Survey results from all stakeholders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Creation of school website for parents and community in order to be involved in what is happening at Sunray Middle School.</p> <p>Strategy's Expected Result/Impact: Increase communication.</p> <p>Staff Responsible for Monitoring: Principal, staff, community</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize IXL to help students who have previously been unsuccessful on STAAR, or who teachers are worried about as an extra intervention.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize IXL to help students who have previously been unsuccessful on STAAR, or who teachers are worried about as an extra intervention.

State Compensatory

Budget for Sunray Middle School

Total SCE Funds: \$51,321.18

Total FTEs Funded by SCE: 0.352

Brief Description of SCE Services and/or Programs

Students that are identified as at-risk, are provided interventions using IXL and teacher developed tutorial material in our built in tutorial/homeroom time period everyday.

Personnel for Sunray Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Julie Reznik	Teacher	0.343
Sharon Trahern	Teacher	0.009

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Darla Worley	Paraprofessional		.973
Josh Pipkin	Paraprofessional		.664
Laura Hernandez	Paraprofessional		.973