

# **Sunray Independent School District**

## **District Improvement Plan**

### **2025-2026**

# Mission Statement

*We the staff, students and parents of Sunray Collegiate Independent School District believe that all students can and will learn. We have a climate of high expectations. We believe that our school provides quality and equity in instruction in an atmosphere that is conducive to learning. We feel that our mission of educating students is best accomplished when home and school work together. We are dedicated to educating our children to be productive, respectful and patriotic citizens in a changing future.*

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

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

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

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

The resolve of the Sunray Collegiate ISD Board of Trustees is to provide an educational environment that is conducive to learning. The Sunray Collegiate ISD Board of Trustees shall promote collaboration between staff, students, community and parents. The Sunray Collegiate ISD Board of Trustees shall make all decisions in the best interest of children.

## Vision

The resolve of the Sunray Collegiate ISD Board of Trustees is to provide an educational environment that is conducive to learning. The Sunray Collegiate ISD Board of Trustees shall promote collaboration between staff, students, community and parents. The Sunray Collegiate ISD Board of Trustees shall make all

decisions in the best interest of children.

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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. Sunray Collegiate ISD has three campuses: Sunray High School (grades 9-12) which serves approximately 200 students, Sunray Middle School (grades 6-8) which serves 130 students, and Sunray Elementary School (grades PreK-5) which serves 260 students. All three campuses are labeled as Title I Campuses.

Sunray Collegiate ISD total student population is about 600 students. In terms of ethnicity, student sub-groups in 2023-2024 were: Hispanic 59.9%, White 37.7%, American Indian .0078%, Asian 0%, and Two or More races .014%.

Sunray Collegiate ISD serves student in special populations, including Economically Disadvantaged 50%, English Language Learners (ELL) 16%, and At-Risk 36.6%.

### Demographics Strengths

- Sunray Collegiate ISD retains students and maintains a high graduation rate.
- Sunray Collegiate ISD provides opportunities, such as CTE certifications/IBC and dual-credit courses at no cost to students.

### Demographics Needs

There is a defined need for more bilingual and minority staff at Sunray ISD to better provide service to our students and their parents.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The District 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.

**Problem Statement 2:** ELAR teachers lacking ESL certifications.

**Root Cause:** Staff changes in the ELAR classrooms has created a need for teachers to become certified in ESL.

# Student Achievement

## Student Achievement Summary

Sunray Collegiate ISD is rated a "B" district following the 2024-2025 school year. Sunray High School is an "A" campus, Sunray Middle School is a "B" campus, and Sunray Elementary is a "D" campus. .

## Student Achievement Strengths

- Sunray Collegiate ISD reached the "B" standard.
- Sunray High School reached the "A" standard.
- Sunray High School graduated seniors in 2025 with both a high school diploma and an associate degree.
- Sunray Middle School continues its CTE offerings.
- Sunray Middle School continues to increase the percentage of students leaving 8th grade TSIA2 compliant on the RLA portion.
- Sunray Elementary School has begun implementation of Bluebonnet curriculum.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Maintain District Accountability Rating

**Root Cause:** Accountability system changes in addition to STAAR test changes.

**Problem Statement 2:** Decrease the number of system safeguards not met

**Root Cause:** Certain student populations need to be more closely observed and more intensive instruction provided.

**Problem Statement 3:** Continue to work to increase all elementary STAAR scores

**Root Cause:** New curriculum, new STAAR test, and changes in staffing.

**Problem Statement 4:** Continue to increase scores in the middle school

**Root Cause:** Changes in staff in STAAR tested subjects.

**Problem Statement 5:** Address the needs of the Emerging Bilingual (EB) population

**Root Cause:** A deficiency in professional development for all staff, both returning and new.

**Problem Statement 6:** Disaggregate data as it is made known to teachers and administration, using the data to create instructional action plan.

# District Culture and Climate

## District Culture and Climate Summary

Sunray Collegiate ISD has effective procedures in place to keep students and staff members safe from a variety of threats. SCISD is committed to building a district community of connected educators and staff members through professional development, team building, and recognition opportunities. SCISD embraces the growth and development of the whole child, where teachers build opportunities for meaningful and rigorous coursework. The district will continue its work developing each student academically, emotionally, and socially.

## District Culture and Climate Strengths

- Bullying, Cyberbullying, Sexual Harassment, and other training provided for all staff members.
- Activities used daily to build a positive culture and increase staff camaraderie.
- Summer professional development built upon individual staffing needs, as well as content area.
- New staff orientation helped new staff members begin the year with an understanding of the district and the expectations.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1:** Limited ESL certified staff

**Root Cause:** Lack of district-wide EB training.

**Problem Statement 2:** Provide specific professional development based on the needs of each campus and meeting the needs of individual teachers.

**Root Cause:** Each campus requires a unique plan for developing the staff members on the campus.

**Problem Statement 3:** An increase in the number of teachers with fewer than three years of teaching experience.

**Root Cause:** As a state, fewer people are entering the education field.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

**Professional Collegiality:** Our goal is to promote professionalism and respect among our staff members. The district takes opportunities to celebrate successes throughout the year. District administration intentionally works to communicate effectively with staff. Administrators collaborate frequently to provide support, share ideas, and plan initiatives for the benefit of all students in our district.

**Staff Development:** The staff development in our district is driven by student outcomes with regards to: in-district assessments, state/federal assessments, and norm-referenced assessments. The district provides staff development that is directly tied to the goals of our board of trustees, the goals of the District and Campus Improvement Plans, and that meet the state's mandated training. Every effort for staff development to not interfere with instructional time is made.

**Teacher Incentive Allotment:** The district is in year two of implementation of the teacher incentive allotment. Staff will be included in stakeholder meetings, surveys, and will help walk through this process. Through this, we are hoping to grow students and retain staff.

### Staff Quality, Recruitment, and Retention Strengths

Sunray Collegiate ISD aggressively seeks to hire and retain experienced educators. We seek to follow a market-driven salary schedule, provide academic stipends, competitive benefits, along with a healthy work environment. We believe the combination of these factors promote a professional work ethic resulting in quality recruitment and staff retention.

### Staff Quality, Recruitment, and Retention Needs

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

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Align staff diversity with student diversity.

**Root Cause:** Lack of diverse applicants.

**Problem Statement 2:** Retention of certified, quality staff members.

**Root Cause:** District's financial struggles.

**Problem Statement 3:** Recruit certified, quality staff members.

**Root Cause:** Lack of certified applicants.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Sunray Collegiate ISD knows that curriculum, instruction, and assessment must be in alignment for students to be successful. Curriculum is based on the state standards, the TEKS, and will be implemented and taught with rigor and fidelity. Campuses create curriculum-based assessments to assess students' progress toward mastery of the grade level TEKS. Data is collected from local assessments, administrator walk-throughs/observations, norm-referenced tests, and state assessment data. Data is used to drive instructional decisions regarding methodologies, materials, reteaching, tutoring, RTI, and enrichment.

Intentional efforts are made to improve vertical alignment of curriculum and to increase the use of instructional technology.

## Curriculum, Instruction, and Assessment Strengths

- Implementation of Phonics Program K-5
- Implementation of Bluebonnet reading curriculum K-5
- Implementation of K-5 Bluebonnet Math Curriculum
- Implementation of K-5 Lowman Science Curriculum
- Implementation of one-to-one device program for PK-12th grades
- Academic data meetings for teachers of grades K-5 focusing on struggling students, data notebooks/data posters for tracking students
- Vertical alignment PLC meetings for grades 2-5
- Academic data meetings for teachers of grades 6-8 focusing on student achievement
- Vertical alignment PLC meetings for grades 6-8 math
- Academic data meetings for teachers of grades 9-12 focusing on current academic achievement and post-graduation goals for students
- ESC 16 professional development contracts for curriculum and instruction
- Working collaboratively with Amarillo College and Frank Phillips College to offer dual credit classes and technical certificates
- Working collaboratively with higher education institutions
- Implement HB3 requirements/changes

## Curriculum, Instruction, and Assessment Needs

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

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Scheduled grade level/content area meetings to review student data and develop next steps towards student success goals.

**Problem Statement 2:** Schedule data meetings on each campus and disaggregate data from various sources: HQIM, Interim assessments, Benchmarks and State Assessments.

**Problem Statement 3:** Embedding technology in curriculum PK-12.

**Root Cause:** Lack of funds to update needed technology devices

**Problem Statement 4:** Increase professional development in the district throughout the school year and summer.

**Problem Statement 5:** Update all curriculum adoption materials and create committees to evaluate new adoption materials as they are released by TEA.

**Problem Statement 6:** Increase the use of and receive training in Sheltered Instruction and other researched based instructional practices to increase the academic achievement of EB, SPED, GT, 504, and RTI students.

**Problem Statement 7:** Provide instructional support for teachers on all campuses, including planning meetings, instructional coaching, and curriculum implementation.

# Family and Community Engagement

## Family and Community Engagement Summary

Sunray Collegiate ISD is committed to soliciting the support and involvement of families, community members, and business partners. The district strives to foster trusting family and community partnerships that positively impact the success of all SCISD students. The district is committed to meaningful, relevant, and timely communication with district stakeholders, to encouraging meaningful dialogue, and to welcoming parents as decision-makers.

Parents are encouraged to participate in campus activities, parent conferences, booster clubs and campus PTO organizations.

Throughout the year, staff members will contact parents to discuss the progress made by their student(s).

Families and community members are invited to join us for several activities at the end of the school year.

## Family and Community Engagement Strengths

- Booster Club and PTO Organizations
- Open door policy for parent communication with administration and teachers
- Relationship with local newspaper and radio station
- Parent Portal for access to student grades and attendance information
- District and campus website and Facebook page
- District and campus call-out system for weekly or as-needed communication with parents from building principals
- Intentional parent/teacher conference phone calls or in-person meetings
- End-of-year campus spotlights

## Family and Community Engagement Needs

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

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Lack of parent education classes in home language.

**Problem Statement 2:** Increase of communication pathways for parents.

**Problem Statement 3:** Increase publication in local newspaper and social media sites.

**Problem Statement 4:** Continued improvement of increased communication between home and school.

# District Organization

## District Organization Summary

The Central Office of Sunray Collegiate ISD is composed of the following staff members: Superintendent, Accounts Payable, Human Resources Manager, and PEIMS Coordinator. The Central Office staff provides support and assistance to district personnel regarding payroll, purchasing, academics and policies.

The organization of each campus varies according to its needs. Sunray High School's leadership team consists of a Principal, Counselor and Athletic Director. Sunray Middle School and Sunray Elementary School each have a campus principal and a counselor.

Administrative meetings are held frequently with principals and bi-annually with all department leaders. These meetings may include: Superintendent, Principals, Counselors, Athletic Director, SRO, Cafeteria Manager, Accounts Payable, Maintenance Director, and/or Technology Director. Administrative meetings are led by the Superintendent and provide information and learning opportunities that strengthen the professional community within the school. Each campus also holds leadership and staff team meetings to address the needs of each campus. Principals communicate with their staff members information from district leadership team meetings and provide professional development as needed.

## District Organization Strengths

- A positive, rigorous learning environment is expected on all campuses and is supported at the district level.
- A culture of learning is encouraged for all campuses and personnel.
- Servant leadership is modeled by the administration of the district.
- Administration works collaboratively for the success of the district.

## Problem Statements Identifying District Organization Needs

**Problem Statement 1:** Continue alignment of the district in policies, procedures, and processes across all campuses.

**Problem Statement 2:** Ensure compliance with all laws, state and federal mandates, and regulations on all campuses.

**Problem Statement 3:** Continue to monitor the physical needs and operations of the district.

**Problem Statement 4:** Continue to improve communication between Sunray Collegiate ISD campuses and parents/community members.

**Problem Statement 5:** Continue to increase parental involvement opportunities by following the Family and Parent Engagement Policy.

**Problem Statement 6:** Provide leadership opportunities for staff members on all campuses.

# Technology

## Technology Summary

Sunray Collegiate ISD is committed to providing students with opportunities to utilize technology on a daily basis. With the exposure to various technology resources, the students attending Sunray Collegiate are preparing for post-secondary success in their choice of college, career, or military service. Sunray Collegiate ISD has upgraded and expanded the district's networking systems, implemented a 1:1 device program for grades PK-12, and has upgraded classroom interactive TVs/technology to improve classroom exposure. The district contracts with Lakeshore IT for broader technological support.

Sunray Collegiate ISD is continuing to expand technology in the classrooms and is revising a technology plan to cycle devices for replacement. The district plans to replace teacher desktops this school year to better serve our students and staff.

## Technology Strengths

- Each classroom has an updated interactive TV.
- One-to-one devices for students in PK-12.
- Google classroom is utilized at the secondary level.
- Students have opportunities to participate in a robotics program. This program also utilizes a 3-D printer.
- Students are exposed to a variety of technology used in professions through CTE programs, college visits, and career visits.
- 4 Z-Space computers in the high school science classes.
- MacBooks are available at the high school.

## Technology Needs

SISD is in the process of being updated with new teacher computers, servers, fiber and increasing the bandwidth.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Funding for technology due to limited state funding and/or local property revenue decline.

**Problem Statement 2:** Continued exploration of grants for increased implementation of technology.

**Problem Statement 3:** Increase of technology proficiency among staff and administration through professional development.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

**Goal 1: Academic Performance:** Sunray Collegiate ISD 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:** SCISD will meet or exceed the four indexes on the Texas Accountability System: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.





**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will be trained in the Response to Intervention (RTI) model and will use intervention strategies to assist students prior to a student failing.</p> <p><b>Strategy's Expected Result/Impact:</b> Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data tracking will be used to respond to an individual's needs and for RTI purposes.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will document RTI interventions for individual students, student performance on state and local assessments will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> ESL students will be served in an ESL class and/or with ESL assistance in the core classes.</p> <p><b>Strategy's Expected Result/Impact:</b> EB student performance on state and local assessments including TELPAS will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students identified as Special Education, Dyslexic, EB, or 504 will take STAAR practice tests and/or Benchmarks as determined by the appropriate committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Student scores on state and local assessments will improve, number of student failing and/or drop-outs (and non-completions) will decrease</p> <p><b>Staff Responsible for Monitoring:</b> NWTSSA Director, ARD, LPAC, Dyslexia Committee, Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students identified with Dyslexia will be served in a Dyslexia program to address their need for accelerated learning in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance on state and local assessments will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia teacher, Principal, Campus Dyslexia Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will analyze TAPR, benchmarks, previous state assessments, and other testing data to focus on specific objectives needed for individual students accelerated learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> DMAC reports each six weeks, lesson plans will document specific interventions for individual students, Student performance on state and local assessments will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers, Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will implement TCMPC's Scope and Sequence / Curriculum Management System in Language Arts and Writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans, increase in student scores</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Teachers will integrate technology including interactive TVs, iPads, Tablets, Laptops, and Chromebooks into classroom instruction following the TEKS and the District Technology Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher lesson plans will document the use of technology.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teachers will review local assessment data and communicate to the students and parents any scores that place the student in danger of failing.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/Parent Contact logs will document the notification of poor performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Interventions will be offered during the school day, before and after school tutorials as needed for supplemental instruction to address differences in English scores for the following student groups: male/female, ethnic groups, economically disadvantaged, and at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Differences in state assessments scores between student groups and failure rates will decrease, individual student performance on state and local assessments will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Students in grades PK-12 will use programs appropriate to their grade level and content area to address their need of assistance and acceleration in content areas. These programs may include: Renaissance Learning A to Z, Brain Pop, Edgenuity, Google Classroom, ESGI and IStation.</p> <p><b>Strategy's Expected Result/Impact:</b> Participating students achievement will be equal to or better than non-participating students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Review and monitor documentation from each campus to ensure that a comprehensive needs assessment was conducted; (a) using student performance data, and (b) evidence of measurable performance and that all 10 components of Title I school-wide programs are implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> That the Comprehensive Needs Assessment will direct the needs of students achievement and direct the work the instruction in the classroom, which will result in a increase in academic achievement for all students and all special populations of students.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals and Curriculum Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Develop a 3-year Curriculum Plan to write and align Sunray Collegiate ISD in curriculum in reading, math, science, and social studies.</p> <p><b>Strategy's Expected Result/Impact:</b> A workable curriculum plan is developed that integrates teaching strategies that the teachers take ownership. The impact would be assessed by the increase in student achievement throughout the district.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals and Curriculum Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Conduct campus instructional meetings after benchmarks-focused on instructional resources/strategies that will be used to improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> The intended results of the meetings are to identify the academic needs of students through collaborative training and the impact will be that students will be academically successful.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals and Curriculum Team Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Provide targeted professional development for teachers in high needs areas: math, EB students, SPED student, Economically Disadvantaged Students.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development will increase academic performance in relationship to teaching strategies for Special Population students.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> The district will work to support teachers and students by having interventionists.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in one-on-one academic tutorial of students. Increase in teacher performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Goal 1: Academic Performance:** Sunray Collegiate ISD 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:** SCISD will meet or exceed state average on STAAR and EOC assessments in reading, math, science and social studies.

**High Priority**

**Evaluation Data Sources:** Met state average or higher on all state assessments as evidenced on the Texas Academic Performance Report and PBMAS Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training and implementation resources for all new STAAR and EOC teachers for STAAR interventions.  <b>Strategy's Expected Result/Impact:</b> Teaching strategies will be enhanced and goals/objectives will be enhanced for training purpose in the classroom for student achievement.  <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principal and Curriculum Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training for reading/language arts teachers in literacy collaborative strategies, including classroom organization, guided reading, interactive read out loud, novel studies, Empowering Writers (K-8) and word study.  <b>Strategy's Expected Result/Impact:</b> The results expected are that writing portions of the STAAR will have increased student answer accuracy.  <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principal and Curriculum Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide content training to teachers in the implementation of math, science and social studies TEKS to include analyzing the TEKS, problem solving strategies, math interventions and project based learning.  <b>Strategy's Expected Result/Impact:</b> Teachers will began to implement strategies that increase problem-solving strategies that increase accountability scores for students to meet or exceed state accountability.  <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principal and Curriculum Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide Science curriculum training for teachers including implementation strategies for hands-on investigations, classroom management strategies, and supporting technology resources.  <b>Strategy's Expected Result/Impact:</b> Science scores and content based learning will increase as evidenced on state accountability.  <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principal and Curriculum Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide training on incorporating effective strategies in the Social Studies classroom, including analysing the TEKS, Project Based Learning, writing across the curriculum, and integrating technology.</p> <p><b>Strategy's Expected Result/Impact:</b> The impact of this strategy is to promote higher order thinking skills and project based learning as it relates to technology.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principal and Curriculum Team Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Continue to incorporate intervention time at the Elementary and Middle School levels to students who have not met or are at risk of not meeting state standards in Math, Reading, Science, and Social Studies.</p> <p><b>Strategy's Expected Result/Impact:</b> The implementation of these strategies will provide increased expectations for students as they prepare to exceed state accountability.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principal and Curriculum Team Leaders.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 1: Academic Performance:** Sunray Collegiate ISD 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 3:** SCISD student sub-groups (White, African American, Hispanic, Asian, Two or More Races, Emerging Bilingual, Special Education, Economically Disadvantaged) will meet or exceed the highest level of academic performance as determined by local and state accountability measures.

**High Priority**

**Evaluation Data Sources:** Met Standard/Met Target or higher in each sub group.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide principals/teachers with performance data analysis from state assessments, benchmarks, and local assessments to all campuses through the use of DMAC.</p> <p><b>Strategy's Expected Result/Impact:</b> The impact is that teachers and other staff members will use data to make instructional decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Teachers and Curriculum Team Leaders.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to keep campus principals and staff abreast of laws and guidelines governing the identification and tracking of and programming of at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> By staying abreast of new laws for identifying At-Risk students teachers will be able to properly identify those students as well as recognize their needs.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Promote design of meaningful and authentic learning experiences that are aligned to the TEKS and include student choice, interest, technology integration, and real-world relevancy in order to transform students into creative thinkers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students learning will be relevant to their real life experiences that indicates a learning process that has outcomes of being college, career and military readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Principals, and Curriculum Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Support data conferences with campus leadership and instructional teams to monitor student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Data conferences will prove to provide a chart of learning expectations that will be taught across the campus and district to students academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent , Principals, and Curriculum Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide district level support and refine the RTI delivery system to meet the unique needs of each campus and provide timely and effective assistance to students experiencing learning difficulties.</p> <p><b>Strategy's Expected Result/Impact:</b> The RTI process redefined with provide more effective and systematic addressing of learning difficulties that will prove to pave the way for student academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Principals and Curriculum Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Support programs to meet the needs of gifted/advanced students through differentiated instruction, pull-out programs, advanced course offerings, academic competitions and other extracurricular programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Gifted/Advanced students will gain experience and will have their instructional needs meet as allowed outlined in the GT/Advanced district plan.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Principals and Curriculum Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Support culturally responsive teaching and pedagogy through professional development and awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing enhanced professional development teaching methodology will be increased and effective teaching practices will be implemented.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals and Curriculum Team Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All campus principals will report student data that reflects progress towards specific goals. Reports will include interventions for students who are not at the acceptable level of performance and how those students are being monitored.</p> <p><b>Strategy's Expected Result/Impact:</b> The impact will be an increase in the knowledge of student data for all involved in each student's academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs or students.</p> <p><b>Strategy's Expected Result/Impact:</b> The results will prove that intervention programs for students at-risk had their academic needs met with an increase in individual student's state accountability.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 1: Academic Performance:** Sunray Collegiate ISD 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 4:** SCISD will continue offering students the opportunity to take dual credit hours and the opportunity to graduate with an Associate Degree.

**HB3 Goal**

**Evaluation Data Sources:** Class enrollment numbers will increase each year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Partner with Amarillo College and Frank Phillips College to continue course offerings to high school students to increase the number of students graduating with Associate Degrees and IBCs.</p> <p><b>Strategy's Expected Result/Impact:</b> The impact will be an increase in the number of students taking dual credit classes and graduating from high school with not only a HS Diploma but also an Associate Degree and/or Level I Technical Certificate.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals and School Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide principals/teachers with performance data analysis from state assessments, benchmarks, and local assessments to all campuses through the use of DMAC.</p> <p><b>Strategy's Expected Result/Impact:</b> The data analysis will provide for the creation of 'data rooms' at each campus that will track students throughout the year with interaction between staff regarding the educating the 'whole child'.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals and Curriculum Team Leaders.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Help all students plan for life beyond high school graduation: Provide information to students and parents regarding post-secondary options-Provide information to students and parents on financial aid and scholarships-Guide students in accessing College Board resources.</p> <p><b>Strategy's Expected Result/Impact:</b> The result will be a plan that will provide information for students and their parents regarding career, college or military readiness after high school.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals and School Counselors.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct campus PSAT/SAT/ACT data conferences with high school principal, counselor and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> The data conference will provide a guide into areas of strengths and weakness for individual students and drive the direction of our college bound program.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, High School Principal and School Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Expansion of the Pre AP/AP program to offer more advanced courses to Middle School and High School students.</p> <p><b>Strategy's Expected Result/Impact:</b> The expansion of the AP program will provide for advancement of college bound program and increased academics for the secondary students.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, High School Principal, School Counselor and Curriculum Team Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1: Academic Performance:** Sunray Collegiate ISD 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 5:** SCISD Emerging Bilingual (EB), ESL, and Special Education students will demonstrate improved performance on local and state assessments.

**Evaluation Data Sources:** The increase in scores to move the district out of 'staging' in both of ESL and Special Education with gains in each sub group.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide research-based programs, curriculum, and support for bilingual and ESL teachers.  <b>Strategy's Expected Result/Impact:</b> The programs will provide for the increase in scores in ESL students to move the district out of staging as per PBMAS.  <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principal, ESL Teachers and Curriculum Team Leader</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide staff training through monthly data meetings and the creation of data posters and/or data binders at the elementary and middle school campuses. High school tracks data using DMAC.  <b>Strategy's Expected Result/Impact:</b> The monthly data meetings will incorporate strategies to teach the whole child which will provide an increase in each subgroup.  <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principal and Curriculum Team Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development in ELPS, Sheltered Instruction, and best practices for EB students.  <b>Strategy's Expected Result/Impact:</b> By providing training, teachers will be able to effectively teach the EB students and therefore address the educational needs of the students.  <b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide more staff and professional development to support inclusion and co-teaching classes on each campus  <b>Strategy's Expected Result/Impact:</b> The impact of the staff development will increase the use of teaching strategies that will enhance the least restrictive environment.  <b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide services and programs for special education students. Conduct district-level planning meetings with NWTSSA to improve coordination of services and scheduling to enhance learning for students.</p> <p><b>Strategy's Expected Result/Impact:</b> The coordination will provide services and supports for special education students to reach their academic and life goals.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals and Special Education Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1: Academic Performance:** Sunray Collegiate ISD 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 6:** SCISD will promote access to high-quality pre-K programs to improve early literacy and school readiness.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Pre-K CLI testing to track student growth and program effectiveness.

**Goal 1: Academic Performance:** Sunray Collegiate ISD 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 7:** HQIM, including Bluebonnet Learning, will be utilized in in core classes across the district.

**High Priority**





**Goal 2:** Teachers and Staff: Sunray Collegiate ISD 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 and principals.

**Performance Objective 1:** SCISD 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><b>Strategy 1:</b> Recruit and retain Highly Qualified staff by providing materials and training to meet certification requirements.  <b>Strategy's Expected Result/Impact:</b> The retention and recruitment of highly qualified staff will provide to the district the stability of teaching staff as well as promote a total quality employment environment.  <b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recruit highly qualified, diverse staff members using Region 16 School Spring online application, Region 16 Job Fairs, District Website, Moore County News, recruiting brochure, billboard and other social media avenues.  <b>Strategy's Expected Result/Impact:</b> The aggressive recruitment of staff will provide a selective nature to be established when recommending staff to hire in SISD. It will also provide the best quality staff members for the district.  <b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Review the district compensation plan, subject to appropriation to ensure that SCISD salaries and benefits programs are competitive in their ability to attract and retain Highly Qualified staff.  <b>Strategy's Expected Result/Impact:</b> The annual review of of salary/stipend schedule and monthly insurance payments will promote a employee stability and provide the district the opportunity to compete for employees across the region.  <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principal and Board of Trustees</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Gather, review, and analyze information from new hires and staff leaving the district.</p> <p><b>Strategy's Expected Result/Impact:</b> The evidence behind this type of review will provide direction for the administrative staff to make recommendations to correct the recurring issues that surface during the review.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Increase the ability for multiple teaching assignments by paying the SBEC fee and/or certification fee of critical shortage teaching assignments teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> By being able to pay the SBEC fee or the certification test, employees will not only view this as a benefit, but it will allow the district to capitalize upon quality employees that are versatile in their teaching skills.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals.</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 Collegiate ISD 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 and principals.

**Performance Objective 2:** SCISD 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><b>Strategy 1:</b> Provide on-going professional staff development to ensure all staff meets legal requirements</p> <p><b>Strategy's Expected Result/Impact:</b> The increase in staff development will promote teacher effectiveness as well as address new teaching strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and campus principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide targeted staff development in critical need areas (EB, RTI, Special Education, 504/Dyslexia, Gifted and Talented, Technology).</p> <p><b>Strategy's Expected Result/Impact:</b> By addressing staff development in these targeted areas, the district will be addressing the educational needs of all students not matter of their learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide staff development throughout the school year in the following ways: professional learning community campus meetings, faculty meetings, after school professional development sessions, digital/flipped learning and data meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff development throughout the year will provide an environment that enhances professional conversations about teaching and learning that promote professional development that is constant not static.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide mentor and instructional coaching services through the SCISD Teacher Academy to all teachers in need of assistance and/or new and inexperienced teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> The mentor and instructional coaching will prevent burnout of new teachers by providing that guidance and direction needed for those new to the district and/or new to the teaching profession.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide summer staff development that meets the individual needs of each campus and addresses critical need areas in the district and campus improvement plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Summer staff development will be directed toward enhancing subject area teaching as teachers will take ownership of their own staff development with guidelines established by the district and will serve as comp days in the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3: Parent/Community Involvement:** Sunray Collegiate ISD 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:** SCISD will provide parent and community involvement opportunities at the district and campus level.

**HB3 Goal**

**Evaluation Data Sources:** Parent and Community Involvement increase district wide.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Encourage and provide parent engagement activities at individual campuses regarding reading with children, online resources, federal programs and homework strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> The strategy will result in increases in parental involvement regarding the academic setting in the school district.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> SCISD will host a variety of events on each campus for parents and families, including Open House, Parent/Teacher Conferences, Parent Volunteers, Booster Club Attendance, Parent Night at athletic events, literacy nights, PTO meetings, PTO events, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> The flexibility of parent/guardian activities will increase the likelihood of increasing student academic achievement due to the increased involvement of parents into the school environment which in turn will promote a more transparent learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> At the district level, Sunray will offer community education forums and district forums to provide an opportunity for the community to have a voice regarding school decisions, including but not limited to, District Improvement Plan, Title 1, and other topics that may arise throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in positive input from parents and community members regarding planning and decision-making resulting in increased student performance and healthy school/community relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3: Parent/Community Involvement:** Sunray Collegiate ISD 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:** SCISD will provide opportunities for all stakeholders (staff, parents, community members, business members) to participate in the strategic planning of the district, including but not limited to, community education forums, Title 1 meetings, and district forums.

**Evaluation Data Sources:** At least 10 events planned and advertised for all stakeholders to attend.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SCISD will continue to update information on the district website and all social media sites (Facebook, Remind, phone app) to enhance communication efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> The increase of information on the district's website and social media platforms will lead to more interaction by the community with the district.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals and Superintendent's Secretary/Communication</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> SCISD will spotlight student learning through a district-wide learning showcase in the spring of each year.</p> <p><b>Strategy's Expected Result/Impact:</b> The district-wide showcase will provide all parents and community members the opportunity to interact with students and view projects demonstrating student accomplishments.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and all district employees.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> SCISD will utilize School Messenger, Remind, school phone app, and Wednesday folders to communicate information and events to parents and community members. Parents will receive informational phone calls from each principal, updates from clubs and campus organizations, updates concerning extra-curricular events, safety-related notifications, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> The increased use of these programs/apps will provide more communication with student's parents/guardians and community members.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> SCISD will utilize the district website to distribute information to the public which will highlight events, teachers, students, and activities across the district.</p> <p><b>Strategy's Expected Result/Impact:</b> The utilization of the district's website will provide more in-depth information about the district and will communicate information to the community. This will result in increased transparency.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals and Superintendent Secretary/District Communication</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> SCISD will communicate weekly with parents and community members through Facebook Live videos done by the Superintendent highlighting updates and changes in district.</p> <p><b>Strategy's Expected Result/Impact:</b> The impact of this activity will increase communication to taxpayers, parents and community members and will emphasize transparency inside and outside the district.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Superintendent's Secretary/Communication Director.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> SCISD will aggressively advertise the positive characteristics of the district through the use of available communication options.</p> <p><b>Strategy's Expected Result/Impact:</b> The impact of continued advertising of the district will promote a positive environment within the district, and with stakeholders of the district.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, and Superintendent's Secretary/Communication Director.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> SCISD will solicit input from all stakeholders (staff, students, parents, community members) using surveys, parent meetings, school board meetings and other events for district improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> By gathering information from the all parties involved in the district, the decisions to be made by the district will be based on community input and driven by community needs and wants.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Principals and Superintendent's Secretary/Communication Director.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Goal 4: Strategic Planning:** Sunray Collegiate ISD will be efficient managers of all district revenue by targeting expenditures through careful planning, strategic goal setting, facilities management, transportation maintenance, and technology implementation. This is based on TEA Strategic Priority Goal: Building a Foundation of Math and Reading

**Performance Objective 1:** Sunray Collegiate ISD will provide the following to provide a safe, healthy, and engaging learning environment:

1. Quality facilities.
2. Support in all areas, including: maintenance, transportation, cafeteria, technology, and campuses.
3. Foster and promote a safe learning environment that allows for student success and safety.
4. Maintain and increase technology exposure for students district wide.
5. Targeted professional development for staff in instructional technology.
6. Increase financial transparency.

**Evaluation Data Sources:** A plan is in place that monitors the maintenance of facilities, plans for equipment rotation/replacement, and promotes safety throughout the district.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to assess facility needs of the district, address current and future facility needs/improvements, and be progressive with maintenance requests.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintaining district facilities will demonstrate the district's commitment to the efficient use of tax revenue, while at the same time protecting the district's infrastructure.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Board of Trustees, and Operations Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a food service program that meets the needs of the district's students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> The food that is served in the cafeteria will meet or exceed state and federal standards for child nutrition, along with providing good, healthy food options while meeting dietary needs.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Food Service Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development to staff members that assists staff in recognizing potential threats and preventing unhealthy incidences for students and staff. These trainings include, but are not limited to: blood-borne pathogens, child abuse, bullying, harassment, and health emergencies.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing professional development training to staff, the staff will have a better understanding of how to properly handle situations involving our students. The goal is for students to be educated in a safe, bully-free environment.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principals.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administrators will review discipline data trends to identify areas of concern, provide support for campus discipline/behavior issues, and promote positive behavior programs.</p> <p><b>Strategy's Expected Result/Impact:</b> By reviewing the data, the district will be able to track effective discipline techniques and the placement of students.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, PEIMS Coordinator, and Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Financial transparency is provided to all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Financial transparency will provide stakeholders an understanding of how the district is utilizing tax revenue, state and federal funds, and grant money.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Business Manager</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Financial documents provided on the district's website provide an opportunity to receive a "Superior Achievement" on the FIRST rating and the "Financial Transparency Award" from the State Comptroller's office.</p> <p><b>Strategy's Expected Result/Impact:</b> By maintaining transparency of financial documents, the district will be able to provide open communication with all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Business Manager</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 5:** CTE and CCMR: Sunray Collegiate ISD will devote resources to maintain our CTE program. Our goal is for all graduating high school students to: meet the expectation of being College, Career, and Military Ready post-graduation, be prepared and highly qualified in the workforce, and achieve success through hands-on learning applications. This goal is based on TEA Strategic Priority Goal: Connect high school to career and college.

**Performance Objective 1:** Maintain CTE programs through partnerships with Amarillo College, Frank Phillips College, and additional partners.

**HB3 Goal**

**Evaluation Data Sources:** An increase in the number of program offerings and CTE "completers".





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue building relationships with post-secondary colleges and universities.  <b>Strategy's Expected Result/Impact:</b> This will allow for continued growth in our students and our course offerings.  <b>Staff Responsible for Monitoring:</b> Superintendent and High School Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** CTE and CCMR: Sunray Collegiate ISD will devote resources to maintain our CTE program. Our goal is for all graduating high school students to: meet the expectation of being College, Career, and Military Ready post-graduation, be prepared and highly qualified in the workforce, and achieve success through hands-on learning applications. This goal is based on TEA Strategic Priority Goal: Connect high school to career and college.

**Performance Objective 2:** Sunray CISD will continue to fully fund dual credit classes for students in high school.

**HB3 Goal**

**Evaluation Data Sources:** An increase in the number of students taking dual credit and accumulating hours towards an associate's degree.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Budgeting will reflect the goal to continue to fund dual credit classes for high school students.</p> <p><b>Strategy's Expected Result/Impact:</b> By paying for classes, this will remove the cost barrier for all students wanting to pursue an associate's degree.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5: CTE and CCMR:** Sunray Collegiate ISD will devote resources to maintain our CTE program. Our goal is for all graduating high school students to: meet the expectation of being College, Career, and Military Ready post-graduation, be prepared and highly qualified in the workforce, and achieve success through hands-on learning applications. This goal is based on TEA Strategic Priority Goal: Connect high school to career and college.

**Performance Objective 3:** Sunray CISD will maintain CTE courses and will increase the number of students reaching "completer" status following TEA guidance.

**HB3 Goal**





**Evaluation Data Sources:** We will have an increase of CTE concentrators and completers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CTE courses will be tracked using the TEA aligned CTE documents. <b>Strategy's Expected Result/Impact:</b> Students will have a wider range of opportunities to become a CTE completer and/or gain CTE certification. <b>Staff Responsible for Monitoring:</b> High School Principal and High School Counselor	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 6:** Technology Goal: Sunray Collegiate ISD will create a technology plan that encompasses student device rotation, staff device rotation, classroom technology replacement plans, implementing and replacing interactive TVs, and maintenance of existing technology and network systems.

**Performance Objective 1:** Sunray CISD will implement and track a device rotation plan for the one-to-one device student program and device rotation/replacement for staff technology.

**Evaluation Data Sources:** As technology is used and ages, it will be evaluated and transitioned to the appropriate grade level or replaced.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain technology inventory <b>Strategy's Expected Result/Impact:</b> The inventory list will help guide the date of technology, location, and usage of devices. <b>Staff Responsible for Monitoring:</b> SCISD Technology Director	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 6:** Technology Goal: Sunray Collegiate ISD will create a technology plan that encompasses student device rotation, staff device rotation, classroom technology replacement plans, implementing and replacing interactive TVs, and maintenance of existing technology and network systems.

**Performance Objective 2:** Technology replacement and maintenance schedule created.

**Evaluation Data Sources:** The inventory list, with replacement and maintenance information, will determine time-tables for technology replacement vs maintenance.

**Goal 6:** Technology Goal: Sunray Collegiate ISD will create a technology plan that encompasses student device rotation, staff device rotation, classroom technology replacement plans, implementing and replacing interactive TVs, and maintenance of existing technology and network systems.

**Performance Objective 3:** Interactive TVs will be maintained and professional development will be implemented to assist in implementation.

**Evaluation Data Sources:** Updated inventory lists and teacher usage.

**Goal 7: Culture and Image Goal:** The district will work to improve the culture and the image of the district with the community and staff members.

**Performance Objective 1:** Increase school pride and Bobcat culture

**Goal 7: Culture and Image Goal:** The district will work to improve the culture and the image of the district with the community and staff members.

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

**Goal 8:** Financial Goal: To have exceptional financial stewardship and transparency

**Performance Objective 1:** Maintain the district's fund balance

**Goal 8:** Financial Goal: To have exceptional financial stewardship and transparency

**Performance Objective 2:** Regain financial independence

**Goal 8:** Financial Goal: To have exceptional financial stewardship and transparency

**Performance Objective 3:** Debt reduction

**Goal 8:** Financial Goal: To have exceptional financial stewardship and transparency

**Performance Objective 4:** District Leadership and the Board of Trustees will work to develop a long-range financial plan.

**High Priority**

**Evaluation Data Sources:** The long-range financial plan will be developed and will be modified as needed to meet the changing needs of the district.

**Goal 9:** District Leadership will promote student engagement, personal growth, and achievement beyond the classroom by increasing both participation and success of extracurricular activities.

**Performance Objective 1:** By the end of each school year, at least 95% of high school students will participate in at least one extracurricular activity (club, athletics, fine arts, academic competition, etc.)

**Evaluation Data Sources:** Student survey

**Goal 10:** The percentage of 3rd grade students scoring meets grade level standard or above on the STAAR math and reading for the 2026 school year will increase 10% to 43% with a goal of 70% by 2031.

The percentage of students that meet the criteria for CCMR will increase from 97% to 100% by 2028.

**Performance Objective 1:** Bluebonnet curriculum will be utilized in the 3rd grade for both RLA and math with fidelity.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Teacher walk-throughs and evaluations.

**Goal 10:** The percentage of 3rd grade students scoring meets grade level standard or above on the STAAR math and reading for the 2026 school year will increase 10% to 43% with a goal of 70% by 2031.

The percentage of students that meet the criteria for CCMR will increase from 97% to 100% by 2028.

**Performance Objective 2:** CCMR will be monitored and students will be provided with a variety of options to meet the CCMR criterion, including IBCs, TSI testing paid by district, dual-credit paid by district, etc.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** High school master schedule, data tracking, and conversation logs with students.

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$468,237.00

**Total FTEs Funded by SCE:** 0.751

### Brief Description of SCE Services and/or Programs

Students that are identified as at-risk, are provided interventions at the campus level. students are working in IXL, built-in tutorial/intervention time, and provided interventions from support personnel throughout the district.

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rangel, Ancelmo	Teacher	0.343
Reznik, Julie	Teacher	0.009
Trahern, Sharon	Teacher	0.399

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Calderon-Avila, Veronica	Paraprofessional		.973
Cardenas, Rosa	Paraprofessional		.486
Hernandez, Laura	Paraprofessional		.973
Pipkin, Joshua	Paraprofessional		.664
Rodarte, Cinthia	Paraprofessional		.486
Solano, Susana	Teacher		.486
Worley, Darla	Paraprofessional		.973

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance