

Monahans-Wickett-Pyote Independent School District

Sudderth Elementary

2015-2016 Campus Improvement Plan



Mission Statement

**To enable students to express their ideas
in creative, well-developed, and accurate
ways.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic reports shows that the ethnicity demographics have remained fairly constant for the past three years. The most recent Demographic report has counts of: African-American - 6.3%; Hispanic - 60.7%; White - 32.4%; Indian - .4%; and, Pacific Islander - .1%. Of the student population from each of the three years reported, the economically disadvantaged population are as follows: 2012-2013 - 53.4% 2013-2014 - 52.7%, and 2014-2015 - 52.5%

The student enrollment within the different grade levels has grown over the last several years. The number of students and the percentage of this number as compared to the total student population for each grade level are as follows: Fourth Grade - 172 students; Fifth Grade - 189 students; Sixth Grade - 162 students.

Campus Demographics
Campus Type Elementary
Campus Size 517 Students
Grade Span 04 - 06
Percent Economically
Disadvantaged 54.4%
Percent English Language
Learners 5.2%
Mobility Rate 11.9%

Demographics Strengths

Sudderth Elementary shows growth in number of students in each grade level. The number of students in each demographic group has been consistent throughout the three years.

The increase in students counts has required the campus to increase the number of Highly Qualified personnel.

Demographics Needs

Economically disadvantage number is still over half of our student population at 52.5%.

At risk students are slightly above the State average at 46.5%.

SpEd students has decreased to 5%

Student Achievement

Student Achievement Summary

In 2015 TEA has Sudderth with a Accountability Rating of Met Standard in all Indecies.

Sudderth Elementary met State standard on Index 1 (Student Achievment), Index 2 (Student Progress) Index 3 (Closing the Gap), and Index 4 (Post Secondary Readiness).

Student Achievement Strengths

Sudderth Elementary has a highly qualified staff. Sudderth Elementary uses I-Station reading program weekly for all classes as well as I-Station for tutorials. A scheduled RTI time to focus on gaps in reading and math as well as after school tutorials.

Sudderth will also be implementing a Data Room (War Room). This room will be used as a planning room along with a facility to post data of Sudderth's students test data, growth, and areas of need.

Student Achievement Needs

Sudderth Elementary will continue to target the At-Risk population and will address inclusion strategies for SPED students.

Building academic vocabulary for all student will also be a strategy.

Unit Test data indicates that Sudderth Elementary maintained increase of 20% in 5th grade Math from two years ago.. Data also indicates that 4th grade writing and Reading Scores increased by 12% respectively.

Economically Disadvantage Students passed at a rate of 50 through all tested subjects.

5th Grade Science scores are still below average at 50% passing rate.

Sudderth Elementary will continue to use built in RTI to focus on the all Math, Science and Writing subjects along with a focus on economically disadvantaged students.

School Culture and Climate

School Culture and Climate Summary

Sudderth has an active parent organization or parent support group called TAPS. We have active parent involvement programs and comply with all parental involvement requirements.

Parents, business and community members are provided a variety of opportunities to participate in campus activities. Many parents serve on campus and district committees.

School Culture and Climate Strengths

Specific strengths were identified as:

- Variety of PTO and parent involvement opportunities are provided.
- New Years Party
- Parent Report Card Days
- District television information channel
- The campus web sites provide up to date and informative information to parents and the community. Information includes ongoing activities at the campus, and in the classrooms.
- Grade Speed – This resource provided parents with web-based access to their students' grades and in some cases, upcoming assignments. This presents a starting point for parents to consult with their child (children) and/or teachers.
- Meal Pay Plus is a web-based program allowing parents to view information pertaining to their child's meal status such as: account balance, food items selected, and the ability to add money to their accounts.
- Staff members collaborate, partner, and communicate with parents through phone calls, conferences, e-mail, and informative meetings in a language understood

School Culture and Climate Needs

Sudderth Elementary identified the following prioritized needs:

- Participation in the annual Parental Involvement Conference.
- Increase parental/community involvement for the 2014-15 school year in the area of campus activities and participation on the Campus Improvement

Committee at the campus level.

- In 2014-15 a revised parent survey was distributed to parents at the second Parent Report Card Day. The survey will be reviewed by the District Parent Involvement Committee to determine needs and strengths of the district and gauge the climate and culture of our campuses.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sudderth hires and retains highly qualified teachers and instructional aides. The personnel department and campus administrators conduct intensive screenings and interview processes to ensure that all new employees meet the high standards established.

The staff ethnicity/gender rates for the past three years are as follows:

- **2011-12:** African-American: 0.0 - 0%; Hispanic: 7.3 - 24.3%; White: 22.7 - 75.7%; Males: 4 - 13.4%; and, Females: 26 -86.6%
- **20012-13:** African-American: 0.0 - 0%; Hispanic: 7.3 - 22.6%; White: 24.9 - 77.41%; Males: 4.1 - 12.8%; and, Females: 28 - 87.2%
- **2013-14:** African-American: 0 - 0%; Hispanic: 8.2 - 25.8%; White: 23.5 - 74.2%; Males: 4.6 - 14.5%; and, Females: 27.1 - 85.5%
- **2014-15:** African-American: 0 - 0%; Hispanic: 7.3 - 24.9%; White: 21.1 - 71.7%; Males: 3.5 - 12.1%; and, Females: 25.9 - 87.9%

Retention rates of professional staff for the past three years are as follows:

2011-12: Beginning Teachers: 1.6 - 5.2%; 1-5 Years Experience: 5.3 - 17.6%; 6-10 Years Experience: 9.3 - 30.9%; 11-20 Years Experience: 5.6 - 18.8%; Over 20 Years Experience: 8.2 - 27.4%

2012-13: Beginning Teachers:2.3 - 7.3%; 1-5 Years Experience: 6.3 - 19.7%; 6-10 Years Experience: 8.5 - 26.4%; 11-20 Years Experience: 7.0 - 21.8%; Over 20 Years Experience: 8.0 - 24.9%

2013-14: Beginning Teachers: 2.0 - 6.3%; 1-5 Years Experience: 7.4 - 23.3%; 6-10 Years Experience: 7.3 - 23.1%; 11-20 Years Experience: 9.1 - 28.8%; Over 20 Years Experience: 5.9 - 18.5%

2014-15: Beginning Teachers: 4.2 - 14.2%; 1-5 Years Experience: 3.1 - 10.4%; 6-10 Years Experience: 7.2 - 24.4%; 11-20 Years Experience: 13.0 - 44.2%; Over 20 Years Experience: 2.0 - 6.8%

Recruiting/Hiring: Campus administrators along with our Human Resources personnel attend job fairs during the spring and summer in order to recruit highly qualified/certified personnel. Our campus has access to an online application system to gain a larger pool of applicants, as well as a web-based job posting system. The assistant superintendent of personnel works as a resource to our campus administrators in ascertaining highly qualified/certified requirements for prospective candidates.

Employee Benefits: The district pays professional employees on an "above state base" step schedule. For employees with a bachelor's degree, the "above state base" local supplement ranges from \$6350 - \$9850; and for employees with a master's degree, the "above state base" local supplement ranges from \$7550 - \$11,256. Additionally, the step schedule has been expanded to 31+ years of experience to accommodate the needs of the experienced staff within the

district. The district also pays the employee's contribution to their health care premium and provides employees with a \$10,000 life insurance policy.

Teacher/Student Ratio: In the recent past, Sudderth has continued to stay under the 22/1 ratio. The current year, we are averaging 20.92% students per class. Averages per grade level are as follows; 4th Grade 19.1%, 5th Grade 21%, and 6th Grade 23.14%.

Professional Development: Employees are encouraged to attend professional development that will enhance the abilities required for their particular position. The district has provided the following professional development to the Sudderth staff members this past school year: C-Scope Introduction Trainings; TRS State Conference; Math State Conference; Science State Conference; Technology State Conference; Bilingual State Conference; Thinking Maps State Conference; Thinking Maps Training on campus; I-Stations Training at Sudderth Elementary; TRS- Alignment of Basal Readers to TRS Training at Sudderth Elementary; New Employee Orientation Training for all new employees to the district; Lead4Ward Training on STAAR assessment at all campuses; DMAC and Plan4Learning Training for district administrators; Homeless Training for district administrators; and, STAAR assessment training for district administrators.

Ten percent of Title I - Part A federal funding is allocated to professional development each year, as well as the majority of Title II federal funding. All Sudderth employees must obtain 12 hours of professional development during the summer months as compensation time built into the school calendar.

Evaluations: Certified teachers are annually appraised through the PDAS evaluative system. This system is accessed through the DMAC web-based program available to all certified employees. Sudderth administrators also conduct walk-throughs, as well as IFVs, throughout the school year and report their findings through the DMAC program. Certified employees who are not serving in the role as teacher are also evaluated once-a-year using a locally-developed evaluative instrument. Non-certified personnel are evaluated twice-a-year using locally designed evaluative instruments. Immediate feedback to all employees concerning job performance is highly encouraged.

Staff Quality, Recruitment, and Retention Strengths

Staff quality, recruitment and retention strengths include:

- 100% highly qualified teaching and paraprofessional staff
- High retention rate of certified staff
- Many professional development opportunities to enhance employees' abilities
- Employee benefits to attract new employees and retain existing employees
- Manageable teacher-to-student ratios in classrooms
- Strong and effective discipline policies, as well as a District Liaison Officer

Staff Quality, Recruitment, and Retention Needs

Staff quality, recruitment and retention needs include:

- An evaluative instrument for professional development
- Procedures established by which staff trained through professional development share their new knowledge with other employees
- A more comprehensive method of determining the kinds/types of professional development to pursue
- Methods established to build capacity and leadership of existing employees

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Maintaining a high quality curriculum with sufficient depth and rigor to prepare students for STAAR and their future.

Developing and maintaining a valid testing schedule to provide data for remediation

Continuing to provide high quality staff development

Maintaining curricular alignment

Curriculum, Instruction, and Assessment Strengths

Alignment of written, taught, and tested curriculum

Pro-active use of data from benchmark and checkpoint tests

Integration of technology

Differentiation of Instruction

RTI model

Grade level and departmental collaboration

Curriculum, Instruction, and Assessment Needs

Maintaining valid testing schedule

Ensuring curriculum has sufficient depth and rigor

Maintaining strong remediation and RTI practices

Maintaining curricular alignment

Continuing to provide meaningful high quality staff development.

Family and Community Involvement

Family and Community Involvement Summary

Improved job of providing pertinent information available for parents, but need more 2-way communication.

Continue to make use of technology to communicate

Educate community about accessibility of information.

Family and Community Involvement Strengths

Parent access to grades, assignment info, and testing schedules

School web site to keep parents informed about vital school announcement

Monthly calendar of events.

Parent Report Card Days each semester

Family Friendly Environment

Family and Community Involvement Needs

Greater opportunity for parental input and involvement

More effective means of 2-way communication between home and school

School Context and Organization

School Context and Organization Summary

Teachers primary areas of concern center around communication and collaboration between administrative and teaching staff.

Teachers would like more parent involvement

School Context and Organization Strengths

Highly qualified staff

Administrative Leadership

Resources

Learning Environment

Technology

School Context and Organization Needs

Increased freedom to use technology

Communication/collaboration between administrative and teaching staff

Increased parental involvement opportunities.

Technology

Technology Summary

White boards are in all regular ed classrooms and in some special's classrooms

Sudderth has two computer labs.

Sudderth has a Math Lab

Curriculum enrichment is provided in classrooms with the use of technology.

The library and the reading labs have the technology needed.

Technology is used to support assessment integration and implementation.

Technology Strengths

Technological Support

Effective Staff Development

Students are raised in a Technological World

Continuing Technology Training

Data Room Meetings

Technology Needs

Student Computers

Parent Training

Leadership Training

Technology to improve academic vocabulary of students

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Based on accountability ratings determined by TEA, Sudderth Elementary will improve to the next level of ratings for the 2014-2015 school year.

Performance Objective 1: All student populations will meet and/or exceed the state adopted mastery levels on all sections of state assessments. All student populations will meet progress standard indicated on Index 2.

Summative Evaluation: State assessment will indicate campus report

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4 1) Professional development will be provided to all staff in methods of innovative delivery of the TEKS including but not limited to: CAST; Dyslexia Training; CSS; TEKS Resource System; Lead4ward, Assessment; CAMT; TCEA; Parental Involvement; 504; STAAR; I-Stations; Thinking Maps; TTM (Think Through Math); TABE; TEPSA State Conference; TEPSA Assistant Principal Conference; English for Success(ELL); Cohorts; Region 18 Trainings and Bullying.	1, 2, 3, 4, 6, 8, 9, 10	Principal Michael Valencia Assistant Principal Blanca Smith Counselor Amy Strickland All Teachers All Support Staff	PD attendance sign-in sheets & certificates Review of PDAS-TSR Parts I, II and III by Sudderth administrative personnel Teacher workshop and in-house professional development records				
			Funding Sources: 211-6200 - Title I - Contract Services - \$3100.00				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Highly qualified teaching and administrative staff will be employed to deliver the TEKS with emphasis on reading, math, science, social studies and technology. Lead4ward planning process implementation to ensure data driven instruction.	1, 2, 3, 8, 10	Principal Michael Valencia Assistant Principal Blanca Mith Grade Level Chairperson(s)	Highly Qualified Staff Survey Due November 15, 2015				
System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4 3) Innovative curriculum programs and tracking systems will be used to increase assessment scores: Lead4ward, Fundamental 5, DMAC; I-Stations (K-8); TMSDS; Thinking Maps; Think Through Math (3-8); Kamico; Mentoring Minds; Power of ICU Region 18 Trainings, Mondo Pad, Tablet Cart	1, 2, 8, 9, 10	Principal Michael Valencia Assistant Principal Blanca Smith Counselor Amy Strickland Librarian Laura Doege Support Staff	Passing/failing rates noted by 6-weeks, semester and/or yearly grades Monitoring through DMAC, TRS unit tests and benchmarks Monthly review of I-Stations and Think Through Math data				
			Funding Sources: 211-6300 - Title I - Supplies and Materials - \$4750.00, 211-6300 - Title I - Supplies and Materials - \$15549.00				

System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 7 4) TELPAS raters & TOTs will be trained and/or retrained to state specifications to assist LEP students in meeting AYP and AMAO.	1, 2, 3, 4, 8, 10	LPAC Committee TELPAS Raters Principal Michael Valencia Assistant Principal Blanca Smith	Documentation of Trainer of Trainees Documentation of certified TELPAS raters				
System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 7 5) To address the district's Campus ratings, the following professional development will be implemented in reading and math: Lead4ward, Fundamental 5; I-Stations; Differentiated Curriculum; TEKS Resource System; Thinking Maps; Region 18 Cohorts at Campus Level, Implementation of Data Room, Mondopad, Tablet Cart.	1, 2, 4, 8, 9, 10	Reading/Dyslexia Interventionist, Heather Boone Principal Michael Valencia Assistant Principal Blanca Smith Support Staff Teachers	Following Data Reviewed: Benchmarks;I-Stations/TTM Data; RtI/SST; State Assessment Data from 2014-2015 and Following Documentation Reviewed: Accelerated Instruction Attendance; Tutorial Attendance and Interventions Records				
Funding Sources: 211-6200 - Title I - Contract Services - \$2100.00, 211-6100 - Title I - Salaries - \$124360.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Sudderth Elementary will identify additional students that fit the campus criteria for special populations and provide programs and services to improve attendance, interest and achievement.

Performance Objective 1: Special needs students (At-Risk, SPED, ELL, Gifted/Talented, Dyslexic, Behavioral, Homeless, Section 504 and Migrant) will be identified throughout the year, following state and federally mandated timelines, and will be provided appropriate programs.

Summative Evaluation: Sudderth Elementary will meet all federal and state standards for the 2014-2015 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 7 1) Specially designed curriculum and scientifically research based instruction will be provided for students in special populations through: AfterSchool Tutoring; RtI; Dyslexia Program; I-Stations; TRS; Math Labs; Power of ICU, Power Reading Labs; SPED Software Programs; Accelerated Instruction; ThinkingMaps; Think Through Math; DynEd; Mondopad, Tablet Cart and Summer School.	1, 2, 3, 7, 8, 9, 10	Principal Michael Valencia Assistant Principal Blanca Smith Counselor Amy Strickland	Comparative studies of results from students of special populations will be analyzed from the beginning of the year to the end of the year.				
Funding Sources: 211-6200 - Title I - Contract Services - \$2100.00, 263-6300 - Title III - Supplies and Materials - \$4750.00							
Critical Success Factors CSF 6 2) Counselor will provide guidance for the following: Drug Awareness;Conflict Resolution; Bullying; Crisis Center for Bullying Suicide Prevention; Character Education.	1, 2, 8, 9, 10	Counselor Amy Strickland Principal Michael Valencia Assistant Principal Blanca Smith	Documentation of offered programs and students served Counselors' records Campus Report Card				
Funding Sources: 211-6100 - Title I - Salaries - \$124360.00							
Critical Success Factors CSF 1 CSF 6 3) Student Support Teams will continue to monitor student referrals at Sudderth Elementary. Each team will be involved in program identification for special education, Power of ICU, 504, accelerated instruction, dyslexia, counseling, and other individual accommodations and programs, as needed. Campus SST will also address RtI and interventions for struggling students.	1, 2, 7, 8, 9, 10	Principal Michael Valencia Assistant Blanca Smith Counselor Amy Strickland SST Team	Review intervention strategies Tutorial attendance sheets Review of SST agendas and minutes				
Funding Sources: 199-6300 - SCE - Supplies and Materials - \$4750.00							

Critical Success Factors CSF 1 CSF 2 4) Appropriate assessment for individual identification will follow state and federal mandated timelines.	1, 2, 8, 9, 10	Principal Michael Valencia Assistant Principal Blanca Smith Counselor Amy Strickland SST Team	Documentation obtained through the use of district-generated forms addressing all special populations' testing and accommodations				
System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 5) All student population groups will be served in the appropriate, least restrictive environment implementing inclusion practices identified for each student.	1, 2, 3, 8, 9, 10	Principal Michael Valencia Assistant Principal Blanca Smith Counselor Amy Strickland Secretary Teachers SPED Teachers	Schedules checked for least restrictive environments PEIMS data reviewed				
Funding Sources: 224-6100 - ARRA - Salaries - \$41781.00							
Critical Success Factors CSF 1 6) 504 procedures and referral process will provide appropriate services for identified students.	1, 2, 8, 9, 10	504 Committee 504 Campus Coordinator Amy Strickland Reading/Dyslexia Interventionist Heather Boone	Process review by the District 504 Coordinator Review of 504 student folders				
Critical Success Factors CSF 1 CSF 7 7) Trained dyslexia personnel will provide dyslexia identification and services with the following: Dyslexia Intervention Program (DIP) and Carbo Power Reading	1, 2, 3, 7, 8, 9, 10	Principal Michael Valencia 504 Coordinator Blanca Smith Reading/Dyslexia Interventionist Heather Boone	Review of: --504 Files --Campus Report Card --I-Stations regular reports and End of Year Reports --Campus Summary of Identified Students				
Funding Sources: 211-6100 - Title I - Salaries - \$124360.00							
Critical Success Factors CSF 1 8) Sudderth Elementary will conduct an audit of the current G/T district plan during the 2015-2016 school year. Until this audit is completed and new plan provided, the current plan will be in effect.	1, 2, 8, 9, 10	Principal Michael Valencia Assistant Principal Blanca Smith GT Committee	PEIMS Review Campus Summary of Identified Students Audit Findings New Plan for 2015-2016				

System Safeguard Strategies Critical Success Factors CSF 1 CSF 7 9) Sudderth Elementary will be compliant with all federal and state initiatives including: Reading/Math; SSI; Accelerated Instruction; NCLB/HQ; Safe and Drug Free Schools; Compensatory Education; AYP Stage III for District; Special Education; Bilingual/ESL Education; Title I Schoolwide Components; 504 Including Dyslexia; G/T; Staff/Principal Training.	1, 2, 8, 10	Principal Michael Valencia	Campus reports/results for each special population group includes: --I-Stations Data --School Data --Report Cards --OLPT Tests --IEPs --At-Risk Student List --PEIMS Data --LEP --G/T --504 & Dyslexia --Review of campus plans for compliance --School Data --Power of ICU --Parent Surveys --DMAC Data				
Critical Success Factors CSF 1 CSF 7 10) Test administration for all grades will be actively monitored and a standardized procedure will be used by Sudderth Elementary to ensure proper testing. Attendance at test administration training will be required.	1, 2, 10	Campus Testing Coordinator Michael Valencia	Review campus tracking system concerning the students being tested Review of monitoring check sheets during assessments Sign-in sheets/agendas for required test administration trainings				
Critical Success Factors CSF 1 CSF 2 CSF 7 11) Sudderth Elementary will provide a viable, sequential, aligned curriculum through the provision of Lead4ward and TRS.	1, 2, 8, 9, 10	Principal Michael Valencia	Evidence of an aligned curriculum Lesson plans review Principal observations Professional Learning Communities Fundamental 5				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$4750.00							
Critical Success Factors CSF 1 CSF 2 12) Summer school will be provided to meet the needs of identified struggling students.	1, 2, 3, 8, 9, 10	Principal Michael Valencia All Teachers	Summer School Grades Attendance Records				
Funding Sources: 211-6100 - Title I - Salaries - \$124360.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Sudderth Elementary will require all students to attend school consistently in order to achieve academic success.

Performance Objective 1: The percentage of student attendance will remain above 95%; seeking to achieve 98%.

Summative Evaluation: Data provided through AEIS, AYP and PEIMS will show that participation rates are within the acceptable range for all student groups.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Teachers will use awards such as door frame attendance challenge in their classrooms. Sudderth will also reward perfect attendance students with rewards after each six weeks and semesters.	1, 2, 6, 10	Principal, Michael Valencia Assistant Principal, Blanca Smith Counselor, Amy Strickland Teachers Campus Attendance Clerk Attendance Committee Truancy Officer Students Parents	Number of 3-Day and 8-Day Letters PEIMS Data Final Principal Report on Attendance Attendance Behavior Improvement Plan				
Funding Sources: 199-6100 - SCE - Salaries - \$166572.00							
Critical Success Factors CSF 5 CSF 6 2) Parent Contact Log will be used at Sudderth Elementary to maintain and document contact made to parents/guardians and students concerning attendance.	1, 10	Principal, Michael Valencia Assistant Principal, Blanca Smith Counselor, Amy Strickland Teachers Campus Attendance Clerk Attendance Committee Truancy Officer Students Parents	Number of 3-Day and 8-Day Letters PEIMS Data Final Principal Report on Attendance Attendance Behavior Improvement Plan				
Funding Sources: 199-6100 - SCE - Salaries - \$109900.00							

Critical Success Factors CSF 5 CSF 6 3) Students and parents will be responsible for following compulsory attendance laws monitored by administrators, teachers and the district truancy officer	1, 10	Principal, Michael Valencia Assistant Principal, Blanca Smith Counselor, Amy Strickland Teachers Campus Attendance Clerks Campus Attendance Committees District Truancy Officer Students Parents	Number of 3-Day and 8-Day Letters PEIMS Data Final Principal Report on Attendance Attendance Behavior Improvement Plan				
	Funding Sources: 199-6100 - SCE - Salaries - \$166572.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Sudderth Elementary will have positive, productive parental and community involvement.

Performance Objective 1: Positive, productive involvement will be measured by recorded counts of all parent participants at each Sudderth Elementary activity, including committee meetings.

Summative Evaluation: Positive parental involvement will increase by 5% at Sudderth Elementary and measured by parent participation documentation.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Sudderth Elementary will continue to foster programs and introduce new programs to increase parent and community involvement.	1, 2, 6, 9, 10	Principal, Michael Valencia Assistant Principal, Imelda Carrasco Counselor, Amy Strickland Teachers	Parental involvement reports from sign-in sheets, memberships and conferencing				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$2270.50							
Critical Success Factors CSF 5 CSF 6 2) Sudderth Elementary will encourage parents and community members through the use of committees and advisory groups to be in full participation in all campus activities and organizations.	1, 2, 6, 10	Principal, Michael Valencia Assistant Principal, Imelda Carrasco Counselor, Amy Strickland Faculty and Staff	Membership Rolls Attendance Sign-In Sheets Participation Logs				
Funding Sources: 270-6300 - Rural and Low Income - Supplies and Mat - \$375.00							
Critical Success Factors CSF 5 CSF 6 3) All campus teachers will post the signed Teacher Compact in classrooms, and the Student and Parent Compacts will be distributed to students and parents. All Compacts will be reviewed annually and copies of these forms will be posted on the district website.	1, 2, 6, 10	Principal, Michael Valencia Assistant Principal, Imelda Carrasco Teachers	Principal observations of posted Teacher Compacts Annual review of Compacts complete by June 30, 2016				
Critical Success Factors CSF 5 CSF 6 4) Sudderth Elementary will establish communication with community members, parents and staff concerning the following: ARD, LPAC, SSI, Student Support Teams, Power of ICU, and State & Federal Funding Programs.	1, 2, 6	Principal, Michael Valencia Assistant Principal, Imelda Carrasco Counselor, Amy Strickland	Attendance Sign-In Sheets Review of Completed Surveys				

Critical Success Factors CSF 5 CSF 6 5) Sudderth Elementary will provide training to parents a minimum of two times during the school year and will offer one parent conference opportunity each semester.	1, 2, 6, 10	Principal, Michael Valencia Assistant Principal, Imelda Carrasco Counselor, Amy Strickland	Attendance Sign-In Sheets Training Agendas				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$2270.50							
Critical Success Factors CSF 5 CSF 6 6) All Sudderth Elementary educational staff will be trained annually in the requirements of Parental Involvement for federal purposes. Each campus will annually provide training to parents concerning the benefits of parental involvement in their child's education.	1, 2, 6, 10	Principal, Michael Valencia Assistant Principal, Imelda Carrasco Counselor, Amy Strickland	Documentation of professional development on Parental Involvement Sign-in sheets/agendas from annual campus parent training on Parental Involvement				
Critical Success Factors CSF 5 CSF 6 7) Continual communication will be provided to parents through the district website, letters, Reminder 101, newsletters, flyers and the "School & Home Connection". Every effort will be made to provide this information in both English and Spanish.	1, 2, 6, 10	Principal, Michael Valencia Assistant Principal, Imelda Carrasco Counselor, Amy Strickland Teacher	Review of written communication to parents in both English and Spanish Audit of information provided on district website				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$2270.50							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Sudderth will have open, accessible communication between students, employees and parents to ensure a disciplined, safe environment at all school activities.

Performance Objective 1: Parent and community survey data will reflect that Sudderth Elementary is a safe and secure school at a rate of 90%.

Summative Evaluation: 100% of parental and community concerns about communication are addressed in a timely manner.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Sudderth Elementary will establish regular communication with parents and the community regarding all efforts undertaken by the campus utilizing the district website, parent involvement trainings, Parent Report Card & Conferencing Days, and meetings of all organizations.	1, 2, 6, 10	Principal, Michael Valencia Assistant Principal, Imelda Carrasco	Numbers accessing the district's website will continue to increase Campus documentation of parental involvement				
Funding Sources: 211-6300 - Title I - Supplies and Materials - \$2270.50							
2) To provide safe campus, Sudderth Elementary will continue to examine its security seeking to correct identified problems.	1	Principals Maintenance Staff Custodial Staff Grounds Crew Cafeteria Staff Transportation Department City and County (as needed)	Reports to the Principals Documentation of Completed Work Orders Review of ESC 18 safety audits				
3) Community and parents will become full partners with the campus in all federal, state and district programs through the following: ARD Meetings; LPAC Meetings; Title I Meetings; Parent Conferences; Power of ICU, Campus Improvement Meetings; ESC 18 Trainings; School Events & Activities and Safe and Drug-Free Activities	1	Principal, Michael Valencia Assistant Principal, Imelda Carrasco Teachers Parents Community Members	Survey of participation in all activities measured by sign-in sheets Parent/community membership rosters Minutes and agendas ESC 18 Safety Audit Documentation of campus programs				
4) The following will be used to communicate the need for Safe and Drug-Free environments: Student Handbook; Student Code of Conduct; Schoolwide Components; and, Campus Emergency Operations Plan.	1, 2	Principal, Michael Valencia Assistant Principal, Imelda Carrasco Nurse Counselor, Amy Strickland Teachers	Disciplinary Records Survey Results Federal Compliance Report Committee meeting agendas and sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: Sudderth Elementary will provide every student the opportunity to use technology to aid in their academic growth.

Performance Objective 1: All teachers will demonstrate the use of technology integration in the classroom as observed through classroom observations and lesson plans documented by PDAS.

All students will be afforded the opportunity to utilize technology as part of their daily education.

Summative Evaluation: Teacher and student usage of technology will increase at Sudderth Elementary. Teachers will utilize technology integration as measured by PDAS Domain 2, Indicator 9.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Technology application and integration will be utilized in each content curriculum.	1, 2, 3, 9, 10	Principal, Michael Valencia Assistant Principal, Imelda Carrasco	Computer Lab Usage Logs Lesson Plans PDAS Domain 2				
2) Staff development will focus on technology integration across all content areas.	1, 2, 3, 4, 9, 10	Principal, Michael Valencia Assistant Principal, Imelda Carrasco	Staff Development Sign-In Sheets Lesson Plan Reviews Review of PDAS Domain 2, Indicator 9				
Funding Sources: 211-6400 - Title I - Travel and Fees - \$1200.00							
3) Upgrade of technology hardware including computers, interactive white boards and mobile computer labs will be accomplished throughout the school year.	1, 2, 10	Technology Staff	Review of Campus Comprehensive Needs Assessment Inventory of Technology Equipment				
Funding Sources: 199-6300 - SCE - Supplies and Materials - \$4000.00, 211-6300 - Title I - Supplies and Materials - \$4750.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: Sudderth Elementary will develop a long term plan for facility improvements to efficiently utilize and maintain our present facilities.

Performance Objective 1: Sudderth Elementary will maintain safe and orderly facilities for all visitors, community members, parents, students and staff.

Summative Evaluation: Maintenance records will reflect that 100% of all campus facilities have been maintained in an efficient and timely manner.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Sudderth Elementary will create a campus long-term maintenance and improvements facility plan.	1, 2	Principal, Michael Valencia Assistant Principal, Imelda Carrasco	Completed Facilities Maintenance & Improvements Plan Documentation of Facilities Management Committee meetings- agendas & sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 8: Sudderth Elementary will instill in its students, citizenship, responsibility, pride and respect for their peers, school employees, and school facilities.

Performance Objective 1: All students will participate in curriculum relevant to becoming a positive, productive community member.

Summative Evaluation: Discipline referrals by Sudderth Elementary will show no increase over last year. Parental and community participation will be documented for the campus.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) Sudderth Elementary will integrate citizenship, pride, and personal responsibility in each grades' curriculum. These may include: Safe & Drug-Free Activities; Character Education; Crisis Center Bullying Program; Self-Image Teaching; Parent Training; Moment of Silence; Pledges to State & US Flags; Curriculum Outlined by the TEKS; Constitution Day; Declaration of Independence Week and any other special emphasis days as required.	1, 2, 6	Principal, Michael Valencia Assistant Principal, Blanca Smith Counselor, Amy Strickland Classroom Teachers	Lesson plans Records of participation by students, parents, and volunteers for documentation Observations by administrators of student and teacher participation				
Critical Success Factors CSF 5 2) Sudderth Elementary will seek to communicate with all stakeholders the need for citizenship, responsibility, pride, and respect for the school, the community and the nation.	1, 2, 6, 10	Principal, Michael Valencia Assistant Principal, Blanca Smith Counselor, Amy Strickland Teachers	Results of Parent, Teacher and Student Surveys				
Critical Success Factors CSF 5 3) The campus will provide information to employees, parents, community members, and as appropriate to students concerning the issues of suspected child abuse/neglect and bullying through the following: assemblies, pamphlets/brochures, district website, Crisis Center presentations and professional training.	1, 2, 6	Principal, Michael Valencia Assistant Principal, Blanca Smith Counselor, Amy Strickland Teachers	Decrease in the number of child abuse/neglect and bullying cases as tracked by the campus counselor and referral process Documentation of assemblies and distribution of pamphlets & brochures Documentation of professional development on bullying, cyberbullying, child abuse and other maltreatment of children				

Critical Success Factors CSF 5 4) All incidents of bullying will be investigated and documented using the Walsh & Anderson "Bullying Toolkit for Administrators". Campus will participate in Crisis Center Bullying Program.	1, 2, 6	Principal, Michael Valencia Assistant Principal, Blanca Smith Counselor, Amy Strickland	Documentation of reports filed using materials from Walsh & Anderson toolkit				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 9: Communication with all employees at each level of employment will enhance the campus environment and allow the operation of the campus to be efficient.

Performance Objective 1: District records will reflect that 90% of current employees will remain in the district.

Summative Evaluation: District employment records will show that 100% of instructional professional and paraprofessional employees meet highly qualified standards.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Sudderth Elementary will employ and retain highly qualified personnel by providing a positive and supportive working environment for all staff. Additionally, assistance will be provided to employees concerning the management of permits and certificates.	1, 2, 3, 5, 10	Principal, Michael Valencia Assistant Principal, Blanca Smith	Annual Highly Qualified Survey of staff for NCLB Evaluation Certification & transcript audits				
Funding Sources: 255-6400 - Title II - Travel and Fees - \$3400.00							
Critical Success Factors CSF 7 2) Formative and summative conferences will be held to establish "Proficient" and "Exceeds Expectations" in all teaching domains of the PDAS. Walk-throughs will be conducted on Fundamental 5 to allow teachers the opportunity to grow in their chosen career. Administration will do Book Study on Skillful Leader to establish communication and feedback for teacher improvement in all PDAS Domains.	1, 2, 3, 5, 8, 10	Principal, Michael Valencia Assistant Principal, Blanca Smith	PDAS Evaluation Walk-Through Data Fundamental 5 Walkthrough Data				
Critical Success Factors CSF 7 3) Sudderth Elementary will participate in job fairs and as a partner with universities and ESC18 to attract highly qualified applicants from all representative student populations to fill available teaching positions on the campus.	1, 2, 3, 5	Principal, Michael Valencia Assistant Principal, Blanca Smith	District positions filled with highly qualified employees				
Critical Success Factors CSF 7 4) Sudderth Elementary will continue to use the TOP certification program from ESC 18 to allow all paraprofessionals to be highly qualified for their positions.	1, 2, 10	Principal, Michael Valencia Assistant Principal, Blanca Smith	Number of paraprofessionals trained Completion of evaluations by ESC18 reported to the campus				
Funding Sources: 255-6400 - Title II - Travel and Fees - \$3400.00							

Critical Success Factors CSF 7 5) Continuing staff development will be provided to meet federal guidelines for including the following: Classroom Management;Fundamental 5, Science Training; Math Training; ELAR Training; Social Studies Training; TRS Training; Parental Involvement; Technology; PDAS Training; STAAR; Think Through Math (4-6); I-Stations(4-6); TEPSA; Title III Symposium; TABE and New Employees' Training.	1, 2, 3, 4, 5, 6, 10	Principal, Michael Valencia Assistant Principal, Blanca Smith	PEIMS Data Retention of Employees Fundamental 5 Walkthrough Data				
	Funding Sources: 211-6400 - Title I - Travel and Fees - \$1800.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional development will be provided to all staff in methods of innovative delivery of the TEKS including but not limited to: CAST; Dyslexia Training; CSS; TEKS Resource System; Lead4ward, Assessment; CAMT; TCEA; Parental Involvement; 504; STAAR; I-Stations; Thinking Maps; TTM (Think Through Math); TABE; TEPSA State Conference; TEPSA Assistant Principal Conference; English for Success(ELL); Cohorts; Region 18 Trainings and Bullying.
1	1	3	Innovative curriculum programs and tracking systems will be used to increase assessment scores: Lead4ward, Fundamental 5, DMAC; I-Stations (K-8); TMSDS; Thinking Maps; Think Through Math (3-8); Kamico; Mentoring Minds; Power of ICU Region 18 Trainings, Mondo Pad, Tablet Cart
1	1	4	TELPAS raters & TOTs will be trained and/or retrained to state specifications to assist LEP students in meeting AYP and AMAO.
1	1	5	To address the district's Campus ratings, the following professional development will be implemented in reading and math: Lead4ward, Fundamental 5; I-Stations; Differentiated Curriculum; TEKS Resource System; Thinking Maps; Region 18 Cohorts at Campus Level, Implementation of Data Room, Mondopad, Tablet Cart.
2	1	1	Specially designed curriculum and scientifically research based instruction will be provided for students in special populations through: AfterSchool Tutoring; RtI; Dyslexia Program; I-Stations; TRS; Math Labs; Power of ICU, Power Reading Labs; SPED Software Programs; Accelerated Instruction; ThinkingMaps; Think Through Math; DynEd; Mondopad, Tablet Cart and Summer School.
2	1	5	All student population groups will be served in the appropriate, least restrictive environment implementing inclusion practices identified for each student.
2	1	9	Sudderth Elementary will be compliant with all federal and state initiatives including: Reading/Math; SSI; Accelerated Instruction; NCLB/HQ; Safe and Drug Free Schools; Compensatory Education; AYP Stage III for District; Special Education; Bilingual/ESL Education; Title I Schoolwide Components; 504 Including Dyslexia; G/T; Staff/Principal Training.

State Compensatory

Budget for Sudderth Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-107-4-30-0-00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199-11-6119-00-107-4-30-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$332,457.00
199-11-6141-00-107-4-30-0-00	6141 Social Security/Medicare	\$300.00
199-11-6141-01-107-4-30-0-00	6141 Social Security/Medicare	\$150.00
199-31-6141-00-107-4-30-0-00	6141 Social Security/Medicare	\$2,456.00
199-11-6142-00-107-4-30-0-00	6142 Group Health and Life Insurance	\$34,658.00
199-31-6142-00-107-4-30-0-00	6142 Group Health and Life Insurance	\$2,377.00
199-11-6143-00-107-4-30-0-00	6143 Workers' Compensation	\$3,005.00
199-11-6143-01-107-4-30-0-00	6143 Workers' Compensation	\$150.00
199-31-6143-00-107-4-30-0-00	6143 Workers' Compensation	\$170.00
199-11-6144-00-107-4-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$6,346.00
199-11-6144-01-107-4-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,182.69
199-31-6144-00-107-4-30-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,770.00
199-11-6146-00-107-4-30-0-00	6146 Teacher Retirement/TRS Care	\$636.00
199-11-6146-01-107-4-30-0-00	6146 Teacher Retirement/TRS Care	\$502.12
199-31-6146-00-107-4-30-0-00	6146 Teacher Retirement/TRS Care	\$406.00
6100 Subtotal:		\$387,565.81
6300 Supplies and Services		
199-11-6395-00-107-4-30-0-00	6395 Supplies, DP Operations - Locally Defined	\$4,000.00
6300 Subtotal:		\$4,000.00

Personnel for Sudderth Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexis Collins	Teacher	Instruction	.07
Amiee Shepley	Teacher	Instruction	.07
Amy Strickland	Counselor	Sudderth	.5
Ann Moser	Teacher	Sudderth	0.7
Bill Grant	Teacher	Sudderth	.07
Brandee McDaniel	Teacher	Sudderth	1
Brenda	Dunnam	Sudderth	.07
Carla Brown	Teacher	Sudderth	.07
Ce'Ann Valenzuela	Instructional Aide	Sudderth	1
Cheryl Morriss	Teacher	Sudderth	.07
Daisy Zamarripa	Teacher	Sudderth	.07
Danielle Pardue	Teacher	Sudderth	.07
Delma	Bustos	Instructional Aide	1
Heather Bonne	Dyslexia/Reading Interventionist	Instruction	.6
Irma Carlos	Instructional Aide	Sudderth	1
Jazmin Franco	Teacher	Sudderth	.07
Jennifer Gambs	Teacher	Sudderth	.07
Julia Galindo	Teacher	Sudderth	.07
Kara Taylor	Teacher	Sudderth	.07
Karen Crumrine	Instructional Aide	Sudderth	1
Laura Doege	Teacher	Sudderth	.07
Leisa Phipps	Instuctional Aide	Sudderth	1
Lisa Ligon	Teacher	Sudderth	.07
Lyndsey Zingerman	Teacher	Sudderth	.07

Lyndsi Fountain	Teacher	Sudderth	.07
Mary Smith	Teacher	Sudderth	.07
Patricia Montez	Teacher	Sudderth	.07
Rachel Callahan	Teacher	Sudderth	1
Sandra Walker	Teacher	Sudderth	.07
Sarah Holden	Teacher	Sudderth	.07
Sherry Hunter	Teacher	Sudderth	.07
Shryl Calahan	Teacher	Sudderth	0.07
Stephanie Watts	Teacher	Sudderth	.06
Tamara Griner	Teacher	Sudderth	.07
Tony Ontiveros	Teacher	Sudderth	.07
Vanessa Garcia	Teacher	Sudderth	.07

Title I

Schoolwide Program Plan

All campuses in the Monahans-Wickett-Pyote Independent School District qualify as Schoolwide Title I Campuses under the NCLB Act of 2001. Due to the additional federal funding received as Title I Campuses, we are able to upgrade the entire educational program at each of our campuses. Our primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Students who experience difficulty mastering these standards are provided timely, effective, additional assistance. Our schoolwide programs contain research-based strategies designed to assist schoolwide reform and improvement. Professional development for teachers is required in order to improve the quality of instruction. Our staff is also encouraged to engage parents and the community to aid in planning and decision-making regarding the operation of the school. We feel that all of these elements, including the parents and community members, strengthen our district's ability to meet the needs of all students and improve the overall district program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

In May 2015, Sudderth Elementary conducted a comprehensive needs assessment. Stakeholders involved in the CNA process were comprised of campus administration, teachers, parents and community members. In a systematic effort to acquire an accurate and thorough picture of the campus CIT utilized a variety of internal and external data. The CNA identified the educational strengths and areas in need of improvement by examining the following components:

1. Student Achievement
2. School Culture and Climate
3. Family and Community Involvement
4. Demographics
5. Staff Quality, Recruitment and Retention
6. Curriculum, Instruction and Assessment
7. Technology
8. School Context Organization

2: Schoolwide Reform Strategies

Sudderth Elementary will focus on the following areas:

Provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
Use effective methods and instructional strategies that are based on scientifically based research that:

strengthen the core academic program in the school;
increase the amount and quality of learning time, such as providing an extended school year, such as: before and after school tutorials, summer programs, and help providing an enriched and accelerated curriculum;
include strategies for meeting the educational needs of historically under served populations.
Include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include; counseling, pupil services, and mentoring services; innovative teaching methods which may include applied learning and team-teaching strategies; and address how the campus will determine if such needs have been met; and are consistent with , and are designed to implement the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Sudderth Elementary strives to maintain that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet highly qualified. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching. All teachers in the district are currently HQ.

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

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Sudderth Elementary will provide professional development support for campus and district initiatives. District initiatives include: CScope, Thinking Maps K-6, and IStations K-6. Specific strategies and specific campus initiatives are detailed in each Campus Improvement Plan to address this goal.

5: Strategies to attract highly qualified teachers

The district participates in the Region 18 Service Center, Sul Ross University and additional job fairs as needed to attract the most qualified applicants. The district pays above base ranging from \$8,850 - \$11,256 depending on years of experience. For the 2014-2015 school year individuals paid on the pay scale will see an increase of one steps. Additionally, teachers will see a 3 percent increase and other employees may receive a four percent raise. The district also contributes \$395.00 monthly towards employee health insurance.

6: Strategies to increase parental involvement

Sudderth Elementary will have an administrator that is responsible for all NCLB involvement activities. Efforts to increase parent involvement are reviewed each spring at the campus level.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

The district has in place the following programs/activities to include teachers in the decisions regarding the use of academic assessments:

Grade level/department meetings are held on a regular basis to review data, monitor student progress and create data-driven curriculum and activities

Continued professional development in data disaggregation (DMAC, IStations)

Continued professional development with Lead4ward (STAAR)

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

The district ensures that campuses will utilize the following activities to ensure that students who are experiencing difficulty master the proficient or advanced levels of academic achievement levels:

Grade level/department planning

DMAC/Benchmarking

TEKS Resource

After school tutoring

Computer assisted learning

Parent Report Card Days

SST's (Student Support Teams)

Professional development

Power of ICU

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

Funds are combined to upgrade the entire educational system within the district. Specifically, Title I and SCE funds are utilized to provide additional services to struggling learners. Local and federal dollars are integrated to provide targeted professional development and to purchase scientific research based curriculum.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cindy Simpson	Academic Coach	Title I	1
Debbie McDaniel	Academic Coach	Title I	1
Heather Boone	Reading Coach	Title I	1

2015-2016 Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Sherry Hunter	Teacher
Community Representative	Nancy Prieto	Parent
Non-classroom Professional	Blanca Smith	Assistant Principal
Non-classroom Professional	Amy Strickland	Teacher

Campus Funding Summary

211-6100 - Title I - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$124,360.00
2	1	2			\$124,360.00
2	1	7			\$124,360.00
2	1	12			\$124,360.00
Sub-Total					\$497,440.00
211-6200 - Title I - Contract Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$3,100.00
1	1	5			\$2,100.00
2	1	1			\$2,100.00
Sub-Total					\$7,300.00
211-6300 - Title I - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$4,750.00
1	1	3		Focus Money	\$15,549.00
2	1	11			\$4,750.00
4	1	1			\$2,270.50
4	1	5			\$2,270.50
4	1	7			\$2,270.50
5	1	1			\$2,270.50
6	1	3			\$4,750.00
Sub-Total					\$38,881.00
211-6400 - Title I - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

6	1	2			\$1,200.00
9	1	5			\$1,800.00
Sub-Total					\$3,000.00
255-6400 - Title II - Travel and Fees					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	1			\$3,400.00
9	1	4			\$3,400.00
Sub-Total					\$6,800.00
224-6100 - ARRA - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$41,781.00
Sub-Total					\$41,781.00
199-6100 - SCE - Salaries					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$166,572.00
3	1	2			\$109,900.00
3	1	3			\$166,572.00
Sub-Total					\$443,044.00
199-6300 - SCE - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$4,750.00
6	1	3			\$4,000.00
Sub-Total					\$8,750.00
263-6300 - Title III - Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$4,750.00
Sub-Total					\$4,750.00
270-6300 - Rural and Low Income - Supplies and Mat					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$375.00
Sub-Total					\$375.00
Grand Total					\$1,052,121.00