

**District/Campus Improvement Plan 2018-2019
Sundown High School**

GOAL I Improve Planning Process and Curriculum

SUBGOAL A **Sundown High School students will continue to excel according to local, state, and federal standards**

OBJECTIVE 1 Students will enroll in pre-advanced and advanced placement classes in addition to honors and college-credit classes
Enrollment will increase in college-credit classes

OBJECTIVE 2 100% of Seniors will graduate from Sundown High School (Need to work on getting PGP done in 8th grade)

OBJECTIVE 3 85% of Seniors will graduate with an Endorsement seal on their transcript

OBJECTIVE 4 100% of all students taking the STAAR EOC exams will pass all subject areas including the target populations:
economically disadvantaged, at-risk, ethnic groups, special education, G/T, with 20% of students scoring at the
"Mastery" level.
Exit-level students not taking STAAR EOC exams will be successful on other assessments given at appropriate
grade level.

OBJECTIVE 5 At least 75% of the graduating class will take a college admissions test. The percentage of students who take a
college admission test and score at or above the criterion will continue to increase each year.

OBJECTIVE 6 At least 75% of graduating class will score at or above the recognized college readiness criteria as determined by
State Accountability system in regards to SAT, ACT, and AP exams.

SUBGOAL B **Sundown High School will offer a curriculum that will meet needs of all students and state requirements. Transcripts will be evaluated to determine course offerings and graduation plans.**

OBJECTIVE 1 Vertical alignment of all sequential courses
Meetings will continue in 2018-2019 to further ensure the alignment of classes.

OBJECTIVE 2 Annually the High School curriculum will be examined and evaluated for students' needs, TEA requirements and student success.

OBJECTIVE 3 Students will be informed of and encouraged to enroll in CTE, dual-credit and on-line classes.
Each year during registration meetings, students will be informed of all classes, which offer college credit.

OBJECTIVE 4 At-risk students will be identified by state rule and served according to need (Keep them plugged in.)

OBJECTIVE 5 Support special education students in their Least Restrictive Environment

OBJECTIVE 6 The Sundown Apollo Program will serve identified G/T students through a curriculum, which focuses on the 4 core areas.

SUBGOAL C Sundown High School will maximize opportunities for students to prepare for college and/or career after high school.

OBJECTIVE 1 Participation and scores on SAT, ACT, TSI assessment, and AP tests will increase, and number of students earning college credit before graduating will increase. (TSI completed by October of senior year)

OBJECTIVE 2 Allow and promote student exploration into life beyond high school. (Getting better in this area - career fair, CTE courses, field trips, and guest speakers)

GOAL II Improve School Climate

SUBGOAL A Create a positive, non-violent school environment that will enhance learning and foster a positive campus atmosphere evidenced by attendance, awards, STAAR EOC scores, etc.

OBJECTIVE 1 Surveys will indicate that students enjoy and want to be in school.

SUBGOAL B Sundown High School students will enjoy being at school.

OBJECTIVE 1 The attendance rate will stay above 96.5%. (Perfect attendance numbers have increased annually.)

SUBGOAL C Sundown High School students will not drop out of school.

OBJECTIVE 1 The dropout rate will be less than 1% for all students enrolled in high school.

GOAL III Improve Parental Involvement and Communications

OBJECTIVE 1 Create and maintain an inviting environment for parents (Also documented in TTESS for teachers)

OBJECTIVE 2 The implementation of parental involvement activities will be emphasized (concessions, booster club, OAP activities)

GOAL IV Meet ESSA Highly Qualified Teacher Retention Plan

OBJECTIVE 1 To recruit and retain highly-qualified teachers as per ESSA

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**OBJECTIVE 1 Students will enroll in pre-advanced and advanced placement classes in addition to honors and college-credit classes
Enrollment will increase in college-credit classes**

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Counsel students about advantages of enrollment in these classes	Staff Administrators Ann Majors	August-May	Professional education training	Counselor's log	Enrollment in AP and dual credit classes.
Explanation of Pre-AP & AP program to parents	Staff Administrators Students Parents Ann Majors	During Open House and Spring pre-registration for coming year (September and May)	Parent/staff meetings, information home to parents	Parent meeting agendas Parents will gain knowledge of Pre-AP & AP programs	List of parents attending Increased enrollment in courses
Encourage students to enroll in AP, honors on-line and dual-credit courses by having Sundown ISD pay for all tuition, fees, textbooks and testing fees for junior- and senior-level students taking one of these courses per semester	School board Administration Ann Majors Staff Parents	August-May	Local and HS allotment funds Brochure for parents to reference Visioning document (I.b, I.c, I.f)	SAT/ACT reports, AP test results, dual-credit and on-line course completions Campus enrollment data and SPC enrollment data	Enrollment in AP, honors, dual-credit and on-line courses. Number of students taking AP and college placement tests. Number of students earning college credit during junior and senior year. Transcripts.
Cash scholarships made payable to college or university of senior student's choice upon successful completion of at least one AP math, AP science, honors math or science, dual-credit math, or any SPC on-line college course, and completion of either the ACT or SAT	School board Administration Ann Majors Staff Parents	August-May	Local and HS allotment funds Brochure for parents to reference	SAT/ACT reports, AP test results, dual-credit and on-line course completions	Enrollment in AP, honors, dual-credit and on-line courses. Number of students earning college credit during junior and senior year. Transcripts.

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OBJECTIVE 2 100% of Seniors will graduate from Sundown High School

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify seniors at risk of not graduating	Brent Evans Ann Majors	Each 6 weeks	Four-year plan Transcripts Grade Reports	Seniors at risk of not graduating are identified Four-year plan Transcripts Grade Reports	Six weeks checks Transcripts Grade reports
CIC and faculty discuss strategies to keep seniors focused toward graduation	Classroom teacher	As needed	Local	Graduation documentation	Number of graduates
Weekly update/assignment to tutorials in all subject areas	Brent Evans Ann Majors Shanna Richardson Classroom teacher	Weekly	Local	Seniors will successfully complete all courses	Report cards Transcripts
Adjust schedules of struggling students so they receive needed/appropriate extra help in required courses	Brent Evans Ann Majors Kim Keys	As needed	Local	Seniors will successfully complete all courses	Report cards Transcripts
In rare cases provide course offerings via alternative means	Brent Evans Ann Majors Kim Keys	As needed	Edgenuity Local TxVSN Visioning document (I.f)	Seniors will successfully complete all courses	Report cards Transcripts

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OBJECTIVE 3 85% of Seniors will graduate with an Endorsement seal on their transcript

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify graduation plans	Brent Evans Ann Majors	August, January, and May of each year	TEA graduation guidelines	Number of Seniors striving for endorsements will increase	Check number of Seniors with endorsements on transcripts
Evaluate 4-year graduation plan to identify potential graduates on Distinguished plan	Brent Evans Ann Majors	Each semester	4-year plan	Identify students via 4-year plan	List of potential graduates
CIC and faculty discuss strategies to encourage students to achieve an endorsement	Staff and team develop a plan	August	Local	Increase number of seniors trying for endorsements	Check number of Seniors with endorsements on transcripts
Develop 4-year plan during 8 th grade year	Brent Evans Ann Majors Staff	During pre- registration (May)	Local	Parents aware of criteria of graduating with advanced seal and all graduation requirements	4-year plan Parent survey
Encourage students to enroll in AP, honors on-line and dual-credit courses by having Sundown ISD pay for all tuition, fees, textbooks and testing fees for junior- and senior-level students taking one of these courses	School board Administration Ann Majors Staff Parents	August-May	Local and HS allotment funds Brochure for parents to reference Visioning document (I.b, I.c, I.f)	SAT/ACT reports, AP test results, dual- credit and on-line course completions	Enrollment in AP, honors, dual-credit and on-line courses. Number of students taking AP and college placement tests. Number of students earning college credit-senior year. Transcripts.
Educate parents and students about the advantages of receiving an endorsement through parent/student registration meetings	Brent Evans Ann Majors	During pre- registration (May)	Local	100% of students striving for an endorsement on their transcript thru 10 th grade	Check number of Seniors with endorsements on transcripts

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OBJECTIVE 4 **100% of all students taking the STAAR EOC exams will pass all subject areas including the target populations: economically disadvantaged, at-risk, ethnic groups, special education, G/T, with 20% of students scoring at the "Mastery" level (i.e. level III). Exit-level students not taking STAAR EOC exams will be successful on other assessments given at appropriate grade level.**

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
CIC team and faculty discuss strategies to ensure students receive adequate preparation to pass all subject areas of STAAR EOC & approved assessments	Staff CIC team Department Heads	Every 6 weeks	STAAR EOC materials, textbooks, Reading, English, Math, Science, Social Studies, all forms of media, guest consultants, school board	100% students who take the STAAR EOC will pass all subject areas	STAAR EOC results each year Review and adjust plan
Students will regularly practice writing exercises	Teacher Student	Weekly	Teacher-generated material	Skills measured by STAAR EOC will be enhanced Report cards	STAAR EOC results Teacher assessment of student growth
Students will regularly practice reading skills, both silent and oral reading skills	Teacher Student	Weekly	Library, teacher-student-owned books, hands-on computer programs	Skills measured by STAAR EOC will be enhanced Report cards	STAAR EOC results each year SRC point goals achieved
Through daily practice students will review and learn new skills relating to all methods of problem solving in math	Teacher Student	Daily	Calculator, cross curriculum, hands-on computer programs, manipulatives	Skills measured by STAAR EOC will be enhanced Report cards	STAAR EOC results Teacher assessment of student growth
Remediation activities will be utilized to strengthen the students in needed areas	Teacher Student Brent Evans	Daily morning and afternoon tutorials	STAAR EOC materials, textbooks, hands-on computer programs, calculator, teacher-generated manipulatives, Study Island and Edgenuity	Skills measured by STAAR EOC will be enhanced Report cards	STAAR EOC results Teacher assessment of student growth Study Island weekly reports
Continue mainstreaming special education students when possible	Brent Evans Kim Keys Staff	Aug. - May	Local and Federal funds	Compare percentage of enrollments annually	STAAR EOC results Teacher assessment of student growth

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OBJECTIVE 4 (cont.) 100% of all students taking the STAAR EOC exams will pass all subject areas including the target populations: economically disadvantaged, at-risk, ethnic groups, special education, G/T, with 20% of students scoring at the "Mastery" level
Exit-level students not taking STAAR EOC exams will be successful on other assessments given at appropriate grade level.

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Strategic/proper assignment of special education students to STAAR EOC exams	Brent Evans Kim Keys Staff	Aug. - May Annual ARD meetings	STAAR EOC results from prior years Grade reports	Benchmark results	STAAR EOC results
Students will utilize technology to improve reading comprehension and fluency skills	Teacher Brent Evans Clelia Castillo Kathy Palmer	Weekly	Study Island	STAAR EOC reading skills will be enhanced Weekly online reports from Study Island	STAAR EOC results each year Review and adjust plan Annual Study Island Report
Utilize new technologies with special education students to motivate and provide remediation	Brent Evans Kim Keys	Aug. - May	Apple - IPADS Edgenuity Study Island	Weekly grade reports	Semester and final grades

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OBJECTIVE 5 **At least 75% of the graduating class will take a college admissions test. The percentage of students who take a college admission test and score at or above the criterion will continue to increase each year.**

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Annually assess 10 th -11 th graders with an ACT/SAT pre-test (i.e. - PSAT and PLAN)	Faculty Ann Majors Brent Evans	According to testing Board's schedule	Local HS Allotment funds	Student participation in taking ACT/SAT will increase	Check percentages of seniors taking ACT/SAT tests
Parent/student orientation to give information on ACT/SAT, college requirements, & score interpretation, etc.	Faculty Brent Evans Ann Majors	Annually at Open House and during Spring pre-registration	Government funded programs and materials Twitter	Parents are informed, along with students, about college requirements, ACT/SAT test dates and fees	Sign-in sheets for parents Parent surveys Counselor's monthly newsletter
Students will utilize and/or be informed of technology that will help to improve SAT/ACT scores	Brent Evans Ann Majors	Weekly	Collegeboard.com Act.org	SAT/ACT reading scores will increase Daily practice scores will increase	SAT/ACT test scores
Give the SAT on campus during the school day (April 9 th)	Brent Evans Ann Majors Staff	Spring 2019	College Board HS allotment funds Counseling testing funds	Test given in spring 2019	Test given in spring 2019

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OBJECTIVE 6 At least 75% of graduating class will score at or above the recognized college readiness criteria as determined by State Accountability regarding SAT, ACT, and AP scores.

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Schedule time for students to utilize software to help them prepare for SAT/ACT test	Brent Evans Ann Majors Staff	Seniors-weekly Juniors-weekly after STAAR EOC administration	Local	ACT/SAT scores will increase	Compare scores of students as provided by testing companies
Offer more PSAT prep in class	Brent Evans Johnnie Jones Emily King Leah Chenault KaLee Gattis Ann Majors	October	PSAT study guides Smith and Dewar Study materials HS allotment funds	Informal student responses after attending Success of students while in class	Score increase greater than the average increase for those in attendance SAT scores
ACT and SAT practice materials and software will be updated and participation of seniors will be highly recommended	Brent Evans Ann Majors Staff	September - May	ACT/SAT software and study materials Collegeboard.com Act.org	Student participation in taking ACT/SAT will increase ACT/SAT scores will increase	Participation of seniors taking ACT/SAT tests will increase and scores will increase
Encourage students to enroll in AP, honors on-line and dual-credit courses by having Sundown ISD pay for all tuition, fees, textbooks and testing fees for junior- and senior-level students taking one of these courses	School board Administration Ann Majors Staff Parents	August-May	Local and HS allotment funds Brochure for parents to reference Visioning document (I.f)	AP test results, dual-credit and on-line course completions	SAT/ACT test scores
Students will utilize technology to improve SAT/ACT scores	Brent Evans Ann Majors Clelia Castillo	Weekly	Collegeboard.com Act.org	SAT/ACT reading scores will increase	SAT/ACT test scores

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**OBJECTIVE 1 Vertical alignment of all sequential courses
Meetings will continue in 2018-2019 to further ensure the alignment of classes.**

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Subject matter teacher meetings	Administration Department Heads Staff	Meet twice a year and check progress	TEKS Textbooks	Curriculum will be sequential	STAAR EOC results
Implement TEKS Reassess curriculum Improve availability of resources	Teachers Administration	Monthly or as often as needed	Computer program Eduphoria TEKS Textbooks	No gaps in curriculum Benchmark data	Students will come to each grade prepared Eduphoria data
Coordination with 8 th grade teachers to plan transitional needs in various subject areas	Teachers Administration	April and May	TEKS STAAR EOC/STAAR objectives Eduphoria	No gaps in curriculum Benchmark data	Students will come to each grade prepared Eduphoria data

OBJECTIVE 2 Annually the High School curriculum will be examined and evaluated for students' needs, TEA requirements and student success.

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Parent meetings	Administration Staff Parents	Open House, CIC, and informally as needed	Local	Curriculum will stay current	Meeting and discussions, compare curriculum with state recommendations and local needs
TEA requirements	Administration Staff Parents	Each Spring during pre-registration	State curriculum documents	Curriculum will stay current	Comparison with state curriculum
Parent meetings to discuss STAAR EOC testing and graduation requirements	Administration Staff Parents Counselor	Pre-registration (May)	Local STAAR Pamphlets	Parents will stay informed about new graduation and testing requirements	Meeting and discussions, compare curriculum with state recommendations and local needs
New courses added and less taken courses dropped as is appropriate (i.e. Oil and gas, Humanities, and Leadership for instance)	Administration Staff Counselor Students	August - July	Local Course interest inventory	Curriculum will stay current	Appropriate courses changes are made

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OBJECTIVE 3 Students will be informed of and encouraged to enroll in CTE, dual-credit and on-line classes. Each year during registration meetings, students will be informed of all classes, which offer college credit.

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Evaluate elective courses that prepare for job skills	CTE staff and CTE advisory committee Brent Evans Ann Majors	May-August during pre-registration/scheduling period	Local	Change courses to fit economy and our area	Comparison to training needed by employable student
Meet with business people to find what workers should know to be employed through CTE	CTE staff Brent Evans Ann Majors	August-July	None	Determination of what our students need	Follow up on graduates to see what they are doing
Attend CTE workshops to obtain most current information on job market of this area	CTE staff Brent Evans Ann Majors Parents	Fall semester of each year	SPC ESC XVII	Determination of what our students need	Follow up on graduates to see what they are doing
Cooperate with South Plains College technical programs	CTE staff Brent Evans Ann Majors	Twice a year or as needed	Local South Plains College	Enhanced ability for students to gain technical training	Investigate offerings Follow up on graduates Use of programs and their achievements
Provide students with a course interest survey	Brent Evans Ann Majors	January	Local	Change courses to fit the interest of our students	Larger number of students receive elective courses of interests; schedules
Cash scholarships made payable to college or university of senior student's choice upon successful completion of at least one AP math, AP science, honors math or science, dual-credit math, CTE courses or any SPC on-line college course, and completion of either the ACT or SAT	School board Administration Ann Majors Staff Parents	August-May	Local and HS allotment funds Brochure for parents to reference	SAT/ACT reports and dual-credit and on-line course completions	Scholarship money paid out to students completing dual credit and online courses
Provide CTE presentations and opportunities to present	CTE staff Brent Evans Ann Majors	August-May	Local Carl-Perkins	Schedule presentation/participation opportunities	# of students involved in activities and present for presentations

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OBJECTIVE 4 At-risk students will be identified by state rule and served according to need

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students who are at-risk	Brent Evans Ann Majors Shanna Richardson Kim Keys	August-upon enrollment and as identified	Local	Make teachers aware of students with special needs Modify for each student Check grades weekly	Grade reports Progress reports
Identify students for special help-CMC, Reading, Dyslexia	Brent Evans Ann Majors Kathy Palmer Kim Keys Shanna Richardson	August-upon enrollment and as identified	Local, Special Ed. and Comp Ed funds Reading teachers Dyslexia teachers 1 FTE	Make teachers aware of students with special needs Modify for each student	Grade reports
Identify ESL with home language survey	Brent Evans Ann Majors Shanna Richardson	Within one month of beginning of school	Local	Make teachers aware of students with special needs Modify for each student	Grade reports Teacher findings
Identify homeless by registration form	Brent Evans Ann Majors Shanna Richardson	August-upon enrollment and as identified	Local	Make teachers aware of students with special needs Modify for each student	Grade reports Teacher findings
Identify 504 by parent or teacher	Parent Brent Evans Ann Majors Kathy Palmer	August-upon enrollment and as identified	Local and Comp Ed funds 1 FTE	Make teachers aware of students with special needs Modify for each student	Grade reports Teacher findings
Identify pregnancy needs for any such student	Student Parents Brent Evans Ann Majors	As identified	Local	Make teachers aware of students with special needs Modify for student	Grade reports Teacher findings
Alternative school	Brent Evans Ann Majors Parents	As identified	Local and Comp Ed funds	Make teachers aware of students with special needs	Grade reports Teacher findings
Provide programs focused on suicide, violence prevention, conflict resolution, sex-trafficking and/or teen pregnancies and relationships	Teacher Brent Evans Ann Majors Parents	As identified	Local	Make teachers aware of students with special needs Modify for student	Grade reports Teacher findings

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SUBGOAL B **Sundown High School will offer a curriculum that will meet needs of all students and state requirements. Transcripts will be evaluated to determine course offerings and graduation plans.**

OBJECTIVE 4 **At-risk students will be identified by state rule and served according to need.**

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide extended services to students below grade level. Identify these students as at-risk and use remedial programs to serve their needs in math, science, reading, and social studies. Refer those students who cannot succeed at grade level with extended services to be tested for sp. ed. programs and/or dyslexia program	Staff Brent Evans Ann Majors Kathy Palmer Kim Keys	Check weekly failing lists and students with various problems, possibly leading to "at-risk" status.	Local, Special Ed. and Comp Ed funds 1 FTE Edgenuity	Student's grades will improve	Feedback from staff, students, parents, support personnel Checking weekly failing list Grade reports
Weekly update/ assignment to tutorials in all subject areas	Brent Evans Ann Majors Shanna Richardson Classroom teacher	Weekly	Local	At-risk students will successfully complete each course	Grade reports Transcripts
Engage "at-risk" students in Social Action or Leadership classes to promote service, self-respect, and to instill a sense of purpose	Brent Evans Michael Van Wattering Janice Legan Ann Majors	Weekly	Local	"At-risk" students will become confident "positive change agents" and will find purpose in serving others	Feedback from students, staff and the Sundown community Grade reports
Encourage ALL students to be or stay "Plugged In" to some program or activity offered by the school	ALL staff	August-May	Local	Student #'s in programs at first of year	Final student #'s in programs at end of year

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OBJECTIVE 5 Support special education students in their Least Restrictive Environment

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a Content Mastery program to assist students in their mainstream classes. Provide resource classes for those students who would better succeed in this type of environment	Brent Evans Staff Kim Keys Jeff Lyles Darkus Greeson	Begin as soon as ARD committee determines LRE	Local budget	Students will be supported in all classes	Staff feedback and student success reviewed every six weeks and at annual ARD Weekly failing list Released STAAR EOC tests Grade reports

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OBJECTIVE 6 The Sundown Apollo Program will serve identified G/T students through a curriculum, which focuses on the 4 core areas.

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Differentiated curriculum which will enhance Apollo students' strengths and talents Identification process School community projects	Brent Evans Traci Burnett Classroom teachers	August-then ongoing informal survey of students	Curriculum materials which will enhance general intellectual ability, creative productive thinking skills and leadership skills, focusing on the four core areas Resource materials Community members Local funding Classmates	G/T students will become risk-takers, creative problem solvers and exhibit leadership qualities, as well as helping senior citizens in the community	Parent and administrator evaluations, student input and completing the designated curriculum Campus and District Decision Making Committees will also have input into the evaluation Surveys State guidelines

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SUBGOAL C Sundown High School will maximize opportunities for students to prepare for college and/or a career after high school.

OBJECTIVE 1 Participation and scores on SAT, ACT, TSI assessment, and AP tests will increase, and number of students earning college credit before graduating will increase.

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
A majority of 10 th and 11 th grade students will take the PSAT, PLAN and/or an alternate aptitude test	Brent Evans Ann Majors	Fall 2018	Local	Students will improve scores by multiple exams	PSAT and SAT scores PLAN and ACT scores
ACT and SAT practice materials and software will be updated and participation of Srs will be required during activity period	Brent Evans Ann Majors Staff	September - May	ACT/SAT software Collegeboard.com ACT.org HS allotment funds	Student participation in taking ACT/SAT will increase ACT/SAT scores will increase	Senior scores on ACT/SAT tests
Students in AP classes will be informed of AP exams and their benefits and encouraged to take AP exams	Brent Evans AP Teachers	Fall 2017 and Spring 2018	Departmental resources Visioning document (I.f, III.g)	Students will gain college credit for scores received on the AP exams	AP exam scores
Srs and qualifying Jrs will be encouraged to take on-line courses through local junior college	Brent Evans Ann Majors	August-May	Computer lab	Students will enroll in on-line college courses	Students will successfully complete and earn college credit for on-line courses
Students in AQR will spend time preparing for TSI assessment	Brent Evans Ann Majors KaLee Gattis	August-Oct.	Teacher generated material, Accuplacer.org Local	TSI scores will increase	No college bound students will have to take a remedial course
Students in Eng IV will spend time preparing for the TSI assessment	Brent Evans Ann Majors Johnnie Jones	August-Oct.	Teacher generated material Local	TSI scores will increase	No college bound students will have to take a remedial course
All students will take TSI assessments at SHS before graduating if needed and at no cost	Brent Evans Ann Majors	December-September	TSI assessment access, Accuplacer.org High School Allotment fund	Contract secured with Accuplacer.org	Contract secured with Accuplacer.org
Sundown ISD will pay tuition and fees for 12 hrs of on campus college courses taken a student's senior year.	Brent Evans Ann Majors	August-May	Local HS allotment funds	SAT/ACT score reports, AP test, dual-credit and on-line course completions	Number of students who successfully complete and earn college credit

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SUBGOAL C Sundown High School will maximize opportunities for students to prepare for college and/or career after high school.

OBJECTIVE 2 Allow and promote student exploration into life beyond high school.

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
SHS will participate in at least one career expo day	Brent Evans Ann Majors	Fall 2018 Spring 2019	Local	Students will be exposed to many colleges and careers	Feedback from students
College campus visits made by Seniors and Juniors will be encouraged and facilitated	Brent Evans Ann Majors	18-19 school year	Local	Students will be exposed to college life and become more familiar with the academic atmosphere	Feedback from students
Invite college recruiters to our campus	Brent Evans Ann Majors	September-March	Local	Student interest during visits	Increased # of students attending schools that present
Increase field trip opportunities and speakers brought to campus	Brent Evans Staff	August-May	Local	Student interest during visits and classroom discussions after hearing speaker(s)	Feedback from students

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GOAL II Improve School Climate

SUBGOAL A Create a positive, non-violent school environment that will enhance learning and foster a positive campus atmosphere evidenced by attendance, awards, STAAR EOC scores, etc.

OBJECTIVE 1 Surveys will indicate that students enjoy and want to be in school.

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Student council provide assemblies during the school year	Staff Students Student Council	Annually as need is determined	Local	Positive atmosphere will increase	Surveys, discussions, and staff meetings
Students will continue to be rewarded for A-B honor roll and perfect attendance for each six weeks	Staff Students Student Council	6 weeks	Local funds coupons	Positive atmosphere will increase	Surveys, discussions, and staff meetings
Positive reinforcements will be used by all staff	Staff Students Student Council	Daily	Local - teacher's choice	Positive atmosphere will continue	Surveys, discussions, and staff meetings
Drug-free environment	Administration Staff Students	Daily	Drug testing of students grades 9-12, faculty and substitutes	Drug use will decrease	Surveys, number of discussions, severe behavior problems, results of drug testing
Increased communication between students and administration and staff	Brent Evans Ann Majors	Weekly	Activity fund	Better understanding of why and how policies and practices occur	Attendance and discipline records
Bullying awareness taught and reinforced	Ann Majors Brent Evans Staff	Aug. - May	Curriculum guide Supplemental sources: articles, video clips, etc.	Better school climate - positive atmosphere will increase	Discipline records Counselor log
Campus wide fun activities - movie night, game night, etc.	Campus Improvement Council (CIC) Social Action class Leadership class	Per semester	Local	Positive atmosphere will continue	Surveys, discussions, and staff meetings
Provide presenters /presentations on Bullying and CyberBullying	Brent Evans Ann Majors	Annually as need is determined	Local	Positive atmosphere will continue Incidents of bullying will decrease	Surveys, discussions, staff meetings, and discipline records

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OBJECTIVE 1 Surveys will indicate that students enjoy and want to be in school.

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Develop more opportunities for online learning and encourage teacher's to embrace the combined idea of virtual learning, learning at home, and in the community	Staff	Annually	Visioning document (I.e, I.f) TVSN Edgenuity	Increased use of online and local resources in lessons Increased student involvement in learning process	Surveys, discussions, and staff meetings Increased STAAR scores

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GOAL II Improve School Climate

SUBGOAL B Sundown High School students will enjoy being at school.

OBJECTIVE 1 The attendance rate will stay above 96.5%.

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Continue to encourage students to be in school whenever possible	Staff Brent Evans	Daily	PEIMS	Attendance rate will improve	Attendance clerk and Administration Attendance sheets
Call each student's home when absent	Shanna Richardson Brent Evans Clelia Castillo	Daily	PEIMS School Reach	Attendance rate will improve	Attendance clerk and Administration Attendance sheets
Exemptions for final exams	Shanna Richardson Brent Evans	Twice yearly	PEIMS	Attendance rate will improve	Attendance clerk and Administration List of student attendance and grades for semester
Awards for perfect attendance	Shanna Richardson Brent Evans	Every 6 weeks Annually	PEIMS Coupons End of year award	Attendance rate will improve	Attendance clerk and Administration List of students with perfect attendance

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GOAL II Improve School Climate

SUBGOAL C Sundown High School students will not drop out of school.

OBJECTIVE 1 The dropout rate will be less than 1% for all students enrolled in high school.

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Students will continue to be identified as potential dropouts using state "At Risk" criteria	Ann Majors Brent Evans Shanna Richardson Kim Keys	August-May	PEIMS student roster	At-risk chart completed by mid-October	Dropout rate will improve
Students will be counseled in importance of attending school, career education	Ann Majors Brent Evans Staff E.S.C. Region XVII CTE	August-May	E.S.C. Region XVII visiting consultants CTE Local	Counselor's log	Dropout rate will improve
Follow-up will be done with any drop-out	Ann Majors Brent Evans Teachers	As often as needed	Local	Enroll somewhere- GED, etc.	Tracking system PID search
Career Investigations	Ann Majors	August-May	"Career Cruising" program ASVAB	Career survey and aptitude profiles completed by mid- December	"Career Cruising" reports

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GOAL III Improve Parental Involvement and Communications

OBJECTIVE 1 Create and maintain an inviting environment for parents

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Emphasis to staff concerning positive communication between home and school, and an inviting atmosphere; staff development; increased number of parental contacts through mail, twitter, email, facebook, telephone, Remind 101, Marquee, "High School Years" info-pamphlet and in person; increased number of opportunities for parents to assist at school; Open House in Fall	Staff	August-July	Local	More parent involvement Sign-in sheets TTESS documentation	Number of staff and parent-initiated phone calls, visits, conferences and letters; feedback from students and parents; parent and student surveys; total number of contacts with home
Facebook page with posted results and announcements	Janice Legan Ann Majors	Aug. - May	Local	More parent involvement Parent phone calls inquiring about important announcements	More parent-staff interaction Number of staff and parent-initiated phone calls, visits, conferences and letters; feedback from students and parents; parent and student surveys; total number of contacts with home

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GOAL III Improve Parental Involvement and Communications

OBJECTIVE 2 The implementation of parental involvement activities will be emphasized

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Emphasis and training to staff; increased number of parental opportunities to be on campus, such as conferences, curriculum meetings, open house, field trips, volunteer duties, special activities, parent training, concession stand, and a chance to sample student work and informally visit staff	Staff Students Parents	August-July	Local	More parent involvement	Parental involvement and enthusiasm, as observed by staff and parents; surveys of parents and students; increased number of opportunities for parents as documented at campus levels

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GOAL IV **Meet ESSA Highly Qualified Teacher Retention Plan**

OBJECTIVE 1 **To recruit and retain highly-qualified teachers as per ESSA**

Strategies	Responsibility	Timeline	Resources	Formative Evaluation	Summative Evaluation
Annually maintain an excellent school system with: specific staff development; high standards; strong compensation of staff; provide a family atmosphere; provide opportunities to hire qualified staff	Administrators	July - June	Local	Maintain the percentage of "highly qualified" teachers for campus so that all teachers teaching in core academic subject areas are "highly qualified" Attract and retain highly qualified teachers	For the 16-17 school year, 100% of core teachers at this campus were "highly qualified" 100% of core teachers will be "highly qualified" for the 17-18 school year Excellent staff in place, as they are well trained, highly qualified, and highly motivated
Through our district committee, thorough analysis is done annually to determine staff development needs, and staff development is based upon those needs	Administrators	July - June	Local Visioning document	Increase the percentage of teachers receiving high-quality professional development Keep staff development certificates on file in office	Excellent staff development was held in preparation for the 18-19 school year
Annually maintain an excellent school system with: specific staff development; high standards; strong compensation of staff; provide a family atmosphere; provide opportunities to hire qualified staff	Administrators	July - June	Local	Ensure that low-income students and minority students are not taught at higher rates than other student groups by teachers who are not "highly qualified"	With 100% of our core curriculum teaching staff highly qualified, our current status is excellent, as there is no possibility of individual groups receiving instruction from non-"highly qualified" staff