

San Benito Consolidated Independent School District

Sullivan Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Top 25% Student Progress

Mission Statement

The mission of Sullivan Elementary is to provide a quality education in the form of life-long learners and that ensures every child reaches his/her maximum potential by providing an individualized curriculum, innovative technology, and a positive learning environment.

Vision

To empower the lives of all students in a way that fosters success through a strong academic curriculum so that each student can globally compete and become successful individuals in any society.

Value Statement

"If you can dream it, you can achieve it!"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sullivan Elementary is one of 12 elementary campuses in the San Benito Consolidated Independent School District. The student population at Sullivan Elementary is about 419 students and serves Prekindergarten through 5th grade students. Our campus profile shows that our demographics consists of 0.5% (White), 1% (African American), and 98.5% (Hispanic). There are 55.94% male students and 44.06% female. Additionally, the campus serves 80.3% economically disadvantaged students, 9.6% special education students, 0.8% gifted and talented, 0.3% migrant students, 60.8% at risk, and 22.5% Limited English Proficient students. The most current data indicate the campus has a 20.2% mobility rate.

Attendance rates for last school year were 97.0% Hispanic, 97.0% Special Ed., 95.9% ELL and 96.8% economically disadvantaged. There has not been any significant change in attendance rates over the last few years.

The students at Sullivan Elementary are offered a well-balanced curriculum. Courses are offered in every core subject area and numerous activities such as chess, Student Council, Accelerated Reader, Spelling Bee, Robotics, track, gardening. The instructional programs include academic core subjects at various levels, such as Gifted and Talented, Special Education, Resource and Inclusion, Migrant, and the Bilingual Program. All 3rd-5th grade students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

At Sullivan Elementary our staff includes 23 teachers, 6 professional support, 10 paraprofessionals, and 2 administrators, and 8 auxiliary staff members. Teacher/student ratios range from 17 to 22 students per teacher. The teachers by years of experience include: 22.7% have 1-5 years experience, 22.3% have 6-10 years experience, 42.2% have 11-20 years experience, and 12.7% have over 20 years of experience.

School Colors: Blue and Gold

Mascot: Jaguar

School Motto: "If you can dream it, you can achieve it."

Upon review of these data, several findings were noted. These findings include:

Our school serves a large population of economically disadvantaged and at-risk students. Sullivan Elementary also serves a significant population of Bilingual and LEP students. Our school's population and attendance rates have decreased over the years from 439 in 2015-2016 to 397 in 2016-2017; however, there was an increase for the 2017-2018 school year of about 25 students.

Although our attendance is above the state average, our lower grades are below 96%; therefore the following is being recommended:

- It is recommended that absences be monitored daily with phone calls being made by supporting staff to students who are absent.
- Short term and long term incentives are also being recommended for students that have perfect attendance.

To address our high economically disadvantaged student population, the following is being recommended:

- Provide or offer resources for classroom supplies or clothing to students in need.
- Have different grade levels adopt a family in need
- Parental support and trainings for available programs that may offer assistance.

To address enrollment and help keep our currently enrolled students the following is being recommended:

- It is recommended to boost student's and families sense of belonging in the school community by increasing parent engagement by more families.
- It is also recommended to promote and advertise student activities and achievements throughout the district and school media tools

To address our at-risk populations, it is being recommended to:

- Continue to offer tutoring during the school day
- Continue to monitor for academic growth and performance

Demographics Strengths

The school has been able to meet the state educational standards and received state distinctions in the following areas: Academic Achievement in Reading, Academic Achievement in Science, and Top 25% in Student Progress. Parents are satisfied with school and staff teacher/student ratio is within state guidelines to ensure effective instruction and learning throughout the grade levels. The campus needs assessment assessed program effectiveness and determined that the collaboration of various campus resources and community entities our demographic areas of improvement are being addressed.

School strengths include:

- Enrollment increased by about 25 students
- Math scores have improved steadily.
- Staff retention is high
- Low staff turnover

- High on student traditions and culture.
- Highest parental volunteer hours in the district.

The school is a neighborhood school and almost all the children are known to all of the teachers with the exception of the newest and youngest children each school year. Approximately 85% of the students are long-term Sullivan students so knowledge of each child's physical, socio-emotional and medical well-being are well known by administration and staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student enrollment has decreased at Sullivan Elementary over the years. **Root Cause:** Lack of marketing and promoting of success.

Problem Statement 2: The attendance rates for lower grades are below 96%. **Root Cause:** Emphasize on attendance has not been a priority at the lower grades

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. For the 2016 state accountability, campuses are rated as Met Standard, Improvement Required, or Not Rated.

For the 2016-2017 school year, Sullivan Elementary met all four targets:

- Index 1 - Student Achievement. Sullivan Elementary Score: 71 (state target score = 60)
- Index 2 - Student Progress. Sullivan Elementary: 48 (state target score = 32)
- Index 3 - Closing Performance Gaps. Sullivan Elementary Score: 42 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Sullivan Elementary Score: 37 (state target score = 12)
- Accountability Rating: Met Standard

Student Achievement Strengths

Sullivan earned three distinctions for the 2016-2017 school year. The distinctions were in the following areas:

- Academic Achievement in Reading
- Academic Achievement in Science
- Top 25 percent in Student Progress

Strengths include

- Growth in Math in 3rd(66% to 74%) and 4th grade (57% to 66%).
- Growth in 5th Grade Science (67% to 79%).
- Zero loss in 5th grade Math (77% both years)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our 4th grade Writing score is below the district and state averages and did not show growth from the previous year. **Root Cause:** A consistent curriculum for Writing was not used.

Problem Statement 2: Our ELL students in 3rd and 5th grade scored below the school average and below the district and state averages. **Root Cause:** Focus is not on ELL students and SIOP strategies when planning during PLCs.

Problem Statement 3: Slight decrease in Reading score in 3rd grade (from 64% to 61%) and 4th grade (76% to 74%). **Root Cause:** Focus for the year was in Math.

Problem Statement 4: There isn't consistent reading strategies being used across grade levels. **Root Cause:** Lack of professional development.

School Culture and Climate

School Culture and Climate Summary

School culture has different elements, which include the norms, values, beliefs and traditions carried out by the staff, administration and students. Some examples are the way lessons are taught, the way meetings are conducted, decorations in the halls, and student culture. School climate focuses on impressions, feelings and expectations held by our staff members and students.

Historically, school improvement efforts have emphasized academic achievement as well as curriculum and instruction. However, ESSA emphasizes school and classroom climate. Instead of analyzing academic achievement and classroom and school climate separately, we view them as interactive in nature and equally essential to school success.

Providing a positive and safe school climate has been linked to several important outcomes including increased student self-esteem and self-concept, decreased absenteeism, enhanced risk prevention, reduced behavioral problems and disciplinary actions (in-school detention and out-of-school suspension).

At Sullivan Elementary, staff and students participated in an anonymous survey regarding school culture and climate. The results clearly showed that the majority of the staff and students felt respected, felt a sense of belonging, felt they fit in, get help when needed, felt supported, felt safe, and were content with the facilities at Sullivan Elementary.

In May of 2017, Sullivan Elementary students in grades 3-5 and PK-5 classroom teachers participated in a school climate survey. The survey results were disaggregated individually for the campus to inform the development of the 2017-2018 campus improvement plans. The participation rate for the surveys was high in each of the targeted groups as indicated below:

- 25 PK-5 Teachers = 100% Participation
- 162 3rd - 5th Grade Students = 100% Participation

The majority of our students and teachers do feel safe and like being at school as indicated below regarding the responses to these two overarching school culture and climate statements.

	I feel safe at school.	I like school.
Sullivan Elementary Students	87.03% “always or often”	69.76% “always or often”
	I am safe at school.	I enjoy teaching at this school.

PK-5 Teachers	100% “strongly agree or agree”	96% “strongly agree or agree”
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In addition, there is a very high agreement among students and teachers that Sullivan Elementary promotes student achievement and assists students in meeting achievement goals supporting our very own district CORE value statement: **High expectations for all encourage excellence.**

	My school/teachers want me to do well.	I know an adult in my school I can talk to when I need help. Su
Sullivan Elementary Students	96.3% “always or often”	91.36% “always or often”
	Students at this school are learning what they need to know to be successful in the next grade level.	Helping students meet challenging academic goals is a primary focus of this school.
P-12 Teachers	96% “strongly agree or agree”	100% “strongly agree or agree”

Another very important factor in developing a positive school culture and climate is the inclusion of parents in the educational program. In accordance with the teacher survey results, our staff excels in providing a welcoming and inclusive climate for parents in our schools. One-hundred percent of the teachers strongly agree or agree our staff is welcoming to visitors and parents, and 100% of the teachers strongly agree or agree that parents are welcomed and encouraged to attend activities at this school.

Sullivan Elementary has also continued the initiative of PBIS (Positive Behavior Intervention and Support). The PBIS system is used to help students manage their behavior. Our school uses the following acronym to set expectations for our students and staff.

R.O.A.R. " A Jaguar Always ROARS!"

A Jaguars always..

- shows RESPECT
- is ORGANIZED
- has a good ATTITUDE
- is RESPONSIBLE
- is SAFE

An integral component of PBIS involves the creation of desired behavior expectations for students, which should be observable, measurable, objective and specific. Defining behaviors in this way also makes it much easier to model them for students, so they can see concrete examples of what they are expected to do. Students and teachers agree that rules and behavioral expectations are clearly in place.

	My school has clear rules for behavior.
Sullivan Elementary Students	95.07% “always or often”
	The building administration is clear with expectations and procedures.
PK-5 Teachers	88% “strongly agree or agree”

One of our school values is about showing respect. Students and teachers at all levels agree that teachers treat students with respect; however, the percentage of agreement drops significantly, about 20%, when asked if students treat each other well as represented in the chart below.

	Teachers treat me with respect.	Students treat each other well.
Elementary Students	95.06% “always or often”	75.92% “always or often”
	Adults treat students with respect.	Students generally treat each other with respect in my school.
P-12 Teachers	96% “strongly agree or agree”	88% “strongly agree or agree”

This notable and sharp difference in the lack of respect among students has some obvious implications and must be addressed and corrected for the 2017-2018 school year.

Another very important component of PBIS is the establishment and promotion of a reward system for recognizing students who achieve the high expectations we have for positive behavior and the establishment of consequences for students who do not meet these expectations. Like the expectations, the rewards and consequences should be age-appropriate and consistent.

After the first year of PBIS implementation, the Sullivan School Culture & Climate Survey revealed that approximately 30% of our elementary students feel that they are not recognized often for good behavior by the adults in our schools. Furthermore, 31% of elementary students state that the behavior of students in their classes do not allow their teachers to teach.

Teacher responses in the survey indicated that only 96% of the teachers strongly agree or agree that adults in our schools use effective discipline strategies in the classroom and refrain from punishment and shaming. Only 88% of teachers strongly agree or agree that students do not threaten or bully each other at

school, and only 96% strongly agree or agree that threats by students against one another are rare. Finally, only 80% of teachers strongly agree or agree that bullying and mean behaviors are not issues in our schools, and only 84% of teachers strongly agree or agree that students are not regularly picked on, called names, or teased by other students.

	Students are recognized for good behavior.	The behaviors in my class allow teachers to teach.
Elementary Students	71.60% “sometimes or never”	68.52% “sometimes or never”
P-12 Teachers	Adults in our school use effective discipline strategies that are defined by logical consequences and refrain from punishment and shaming.	Students do not threaten or bully each other at this school.
	96% “strongly agree or agree”	96% “strongly agree or agree”
		Bullying and mean behaviors are not issues at our school.
		80% “strongly agree or agree”
		Students are not regularly picked on, called names, or teased by other students.
		84% “strongly agree or agree”

Another very important non-negotiable characteristic of higher performing school systems regarding culture and climate requires the maximized inclusion of teachers in decision-making. Teacher inclusion and buy-in is highly important to the success of any district or campus level initiative; yet nearly a third of all teachers feel that they are excluded from decision-making.

Eighty-eight percent of the teachers surveyed strongly agree or agree that teachers and staff are involved in the decision-making process with regard to materials and resources. Sixty-eight percent of the teachers strongly agree or agree that they have the materials they need to effectively teach their classes. Ninety-six percent strongly agree or agree that the campus administration encourages staff involvement in decision making for the school. In summary, approximately one-third of the teachers do not agree that they are involved in decision making even when regarding the materials and resources they use in the classroom. As a result, twenty-two percent of the teachers do not believe that they have the materials they need to effectively teach their classes which does not support our district CORE value statement:

Resources to support students’ needs must be provided.

Teachers and staff are involved in the decision making process with regard to materials and resources.	88% “strongly agree or agree”
I have the materials I need to effectively teach my classes.	68% “strongly agree or agree”
The principal and assistant principals encourage staff involvement in decision making for the school.	96% “strongly agree or agree”

The results also indicated that some students felt like they did not have a close friend. Students are rewarded at the end of each six weeks if they received 27 out of 30 greens in their student planner. Staff will also be monitoring students that do not have a close friend much closer. Staff survey indicated that 11% of the staff did not have a close friend. We will have more team building activities and cross collaboration in order to gain a sense of trust and respect within the staff. Staff should model respect in order for students to see and practice it as well.

Sullivan Elementary has a support system in place to support new students. The students and his/her parents are given a tour of the school and introduced to the classroom teacher and any other pertinent staff upon availability. Teachers also assign a buddy to the new student until they are familiar with the campus.

From our research, data revealed that a general analysis of discipline had been conducted. In the fall semester, there were a total of 30 referrals. In the spring semester, there were a total of 20 referrals. 85% of the referrals came from 5th graders and the rest between 2nd, 3rd, and 4th. Students have recently been encouraged to continue positive attitude through the implementation of the field day behavior card. The campus wide behavior plan, BPIS, will be implemented next school year and should help with behavior issues.

SBCISD and Sullivan Elementary have strategies in place to reduce the threat of bullying. SBCISD has a bullying prevention intervention handbook issued to every teacher at the beginning of the year and it includes policies and forms needed. Sullivan Elementary has parents and students sign an Anti-Bullying contract agreement at the beginning of the year. In October, Sullivan celebrates national anti-bullying. We have a pep rally and each grade level makes a poster. The anti-bullying pledge is also recited daily during morning announcements. The counselor teaches bullying lessons during guidance curriculum.

After some research regarding campus activities, we learned that most of the activities and clubs are offered to students in 3rd through 5th. Chess and track are the only activities offered to Kinder-5th.

School Culture and Climate Strengths

School Culture and Climate Strengths:

- Students and teachers feel safe at school.

- Parents and visitors are welcomed and encouraged to participate in our schools.
- Students like being at school.
- Teachers enjoy teaching at school.
- Students in our schools have adults who want them to do well.
- Adults are accessible to help students, and students know who these adults are.
- Clear rules and expectations for behavior are in place in our schools.
- Adults in our schools treat students with respect.
- Counselor conducts required training on conflict resolution; preventing identifying and responding to bullying, suicide prevention, and PBIS
- Principal conducts required training on conflict resolution, discipline strategies, student code of conduct, and teacher evaluations.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to the Teacher Survey, only 68% of teachers stated they have the materials they need (including textbooks, computers, visual aids, etc.) to effectively teach their classes. **Root Cause:** Teachers are requesting additional resources aside what has already been provided.

Problem Statement 2: According to the Teacher Survey, 80% of teachers stated the professional development sessions they have attended have helped them to better meet the learning needs of their students. **Root Cause:** Course offerings are limited.

Problem Statement 3: According to the survey, 68.52% of students stated that the behaviors in their classroom allowed their teachers to teach. **Root Cause:** Students with serious discipline issues have meltdowns and do not have the skills to cope with issues.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In order to offer an effective, experienced, well-trained, and well-prepared staff, it is important that all teachers are state certified and that instructional paraprofessionals are highly qualified. All teachers must be certified in their area or have an ACP letter of eligibility along with their Bachelor's degree. Paraprofessional staff at Sullivan Elementary are required to complete at least two years of study at an institute of higher education which is equivalent to 48 hours of college coursework or an applicable number of semester hours as defined by the institution of higher education attended. Paraprofessionals must possess an associate's degree or higher, meet a rigorous standard of quality, have knowledge of and the ability to assist in instructing reading, writing and mathematics. The general data at Sullivan reflects that 100% of core academic classes are taught by highly qualified teachers and highly qualified staff. Follow-up data regarding teacher performance is provided to teachers through their T-TESS evaluation and conferences, walk-throughs, PLCs, and grade level meetings.

At Sullivan Elementary hiring individuals who are committed and passionate about work in service organizations is vital in order to deliver positive outcomes for our children, families and our community. According to Margot Torres from the Human Resources departments, we recruit state certified and highly qualified and effective staff by posting on the Region One website and by attending job fairs. Some needs for our campus in this area include offering a more competitive pay rate so more highly qualified individuals are attracted to work at our campus. Another need is to update our campus website page with important information about our school and highlighting important facts about our campus. Sullivan Elementary has a high retention rate with a low teacher turnover. Which in turn allows students and families at Sullivan to feel comfortable and secure with the individuals who are instructing their children. Offering incentives to teachers with perfect attendance would improve teacher attendance rates and retention could be improved if the district would offer incentives to those teachers who stay with the district for various numbers of years. Highly effective staff are assigned to work with the highest need students. Staff are assigned based on students' needs and certification qualifications.

SBCISD and Sullivan Elementary has various systems in place to support new teachers, for example: a new teacher orientation day at the beginning of the school year, an assigned mentor to guide and assist new teachers through their first year, a variety of professional development opportunities throughout the year aimed at new teachers, and an end of the school year evaluation. Offering a stronger mentor program to new teachers would be beneficial and creating a "Welcome Bag" with various supplies, etc for new teachers would be a welcoming gesture to those new to the profession. New staff is supported through effective opportunities for training in all aspects of being a teacher including but not limited to GT training, teaching strategies, technology training and many other trainings. New members to the profession are also supported by administration proving an open door policy when it comes to questioning. The feedback that is provided is swift and allows for the work place to run smoothly. The needs of a new teacher could be more effectively met if new teachers and their mentors would meet on a regular basis throughout the school year.

At Sullivan Elementary our campus has systems in place to create capacity and support the notion of continuous improvement are having one teacher per grade level the opportunity to represent their grade level through being a grade level representative. Grade Level representatives strengthen the communication between teachers and administration and provide teachers the opportunity to have a leadership role. In order to improve capacity and communication grade level meetings should be held six weeks with principal, dean, etc. to discuss grade level needs and concerns.

In order to provide the most effective and successful methods of instruction to our students, we analyze data from benchmarks, Circle/TPRI, and STAAR to determine student and teacher needs. Decisions are also based on the Campus Improvement plan. Teacher T-TESS evaluations may also play a role in determining individual decisions regarding professional development. Grade level needs and certain skills or test subjects can determine collective professional development. Currently, staff at Sullivan Elementary have attended various professional developments including Marta Morales TNT Reading & Writing, Google Classroom, Google Drive. There are a variety of structures in place to ensure that teachers and others implement what they learn during PLC meetings, staff meetings, and professional developments. This also is evident through teachers discussing and planning in the implementation process with the guidance from administration. Sullivan administration ensures implementation of what teachers and paraprofessionals learn through PLCs, staff meetings and classroom observations. Sullivan Elementary would benefit more from make and take professional developments, a more explicit math intervention program, and more resources for our Social Studies curriculum. Grade level needs and certain skills or test subjects can determine collective professional development.

Staff Quality, Recruitment, and Retention Strengths

The general data at Sullivan reflects that 100% of core academic classes are taught by highly qualified teachers and highly qualified staff.

- 100% of staff is highly qualified.
- All teacher assistant meet the required 48 hours of college
- High retention rate, low staff turnover

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teachers to the district are assigned a mentor, but they are only required to meet three to four times a year. **Root Cause:** Different people at the main office have been in charge of this .

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction, and Assessment focus at Sullivan is guided by the TEKS Resource system scope and sequence and the results of campus based assessments and district benchmarks. The TEKS Resource System promotes 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information-media literacy skills through unit Performance Indicators. Each six weeks, each grade level teams map out the specific skills and standards that will be taught for the upcoming time period. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary necessary to internalize the concept?" The teachers then determine how these concepts will be introduced to the student body.

Assessment plays a major role in decision making and takes on many different forms at Sullivan. Our school is committed to moving away from lower level assessments and further toward authentic assessments that allow student to demonstrate their learning through performance, products and presentations. Sullivan is committed to assessing the curriculum being taught and is doing its due-diligence in providing the professional staff development necessary to achieve this goal. All instructional decisions are based on the analysis of the these scores and these decisions are based on best practice. Disaggregation of scores is done at the campus level. Assessment data was used to target specific areas of weakness, regroup and reteach at-risk students in all grade levels.

Two STAAR release tests are administered throughout the year to monitor progress. Prekindergarten uses the OWL program to monitor progress while Kindergarten through 2nd grade depended on TPRI/Tejas Lee. Special programs, such as music, special education, dyslexia and bilingual use the same instruments unless as required by law. Texas English Language Proficient Assessment System (TELPAS) is a major assessment for our ELL student - both those being served in the bilingual program and those that are not.

The instructional initiatives of the campus and district improvement plan include Thinking Maps, STEMScopes, LoneStar, iStation, and Imagine Learning, and uncover that many of the instructional programs are not being used explicitly and systematically.

In addition, Professional Learning Communities occurred and were scheduled weekly where student progress and performance were addressed.

Consequently, at times, scheduled meetings were disrupted and inconsistent due to behavior issues and concerns. Goal-setting for student performance were created individually by teachers.

Content and Language objectives were displayed on the white board to support student learning however, newer teachers have yet to receive the ELL sheltered instruction.

Curriculum, Instruction, and Assessment Strengths

- Weekly PLC meetings allow teachers time to plan and prepare quality instruction as a team and an opportunity to improve on their understanding of the district-curriculum.
- There is a great degree of availability of programs to differentiate, supplement and support classroom instruction including but not limited to: BigBrainz, Imagine Learning, Imagine Learning Espanol, ENIL, iStation, Imagine Math, etc.
- Teachers are able to create and manipulate assessments based on their classroom needs and in many cases to build stamina, endurance and additional testing skills to improve student success.
- Teachers effectively utilize data from benchmarks, particulary release State tests, to regroup students in order to better serve their needs and provide instructional interventions and enrichment opportunities.

- Continued student improvement and progress on assessments and in objective mastery is an important part of the school's culture.
- Use of Eduphoria and GradeCam to track student progress on TEKS.
- Google classroom for submission of lesson plans and assessments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Staff is at different proficient levels when it comes to technology. **Root Cause:** Lack of consistent training or followup training is scheduled.

Problem Statement 2: There is a need for improvement in Writing, indicated by our drop in 4th Grade STAAR scores and teacher input on effectiveness in being explicit and consistent in classroom writing activities and strategies across all grade levels **Root Cause:** There is not a strong Writing curriculum to follow or apply to content areas for effective Writing instruction.

Problem Statement 3: The expectation for students to engage in authentic work and solve complex, real-world problems along with interdisciplinary lessons is lacking and requires structure and to be more explicit. **Root Cause:** There is a lack of campus-wide structures for project based learning activities

Problem Statement 4: There is a need to improve on explicitly communicating content and language objectives with students. **Root Cause:** There is a need for campus-wide SIOP training on objective writing and a common method for classroom implementation

Family and Community Involvement

Family and Community Involvement Summary

Family and Community Involvement is an essential partnership in the education of students. As part of this involvement, Sullivan Elementary hosts an orientation at the beginning of each school year for all parents of enrolled students. At this time parents become familiar with campus and grade level expectations, Title I, homework/parent compact, daily schedules, and discipline initiatives.

Teachers have a set conference time made available to all parents in which to communicate information about their child, the teacher also keeps a parent log so that they are aware of the parents that they have communicated with throughout the year. Students also have a school provided planner, which becomes another form of communication with parents. Students are instructed to write their homework in the planner and also to record their behavior progress each day.

At Sullivan, we have also dedicated Wednesdays as Wonderful Wednesdays. On this day, teachers are to call the parents/guardians of three students and provide some positive feedback about academics and/or behavior.

We also have the parental involvement center where parents meet once a week on campus. School notices and flyers are sent home for parents to make them aware of what is occurring at the campus level and to be informed of what their child is learning. The school website, Facebook page and PTA meetings are where parents are able to access information concerning the school. Other opportunities afforded to parents in order to promote participation include holiday or special luncheons, Book Fair night, Parent Academies, student performances, Father/Daughter Dance, Mother/Son Dance, and Texas Public school week activities.

Representatives from the community and parents participate and serve on the school improvement team for decision-making. Communication with parents is of utmost importance at Sullivan.

Many programs are available to assist students academically. Programs that are offered are Gifted and Talented and Migrant summer programs, bilingual for pre- K and kinder students, intensive English for 3rd- 5th grade students, reading programs for our special education and dyslexia population, student tutorials, and counseling. All staff at Sullivan Elementary is trained in mental health first aid and CPI certified. In addition, the school counselor attends the districts annual Mental Health Fair where many community members are involved in presenting information that benefit our students.

Sullivan Elementary has a wide range of community partnerships that include HEB, Stars, Olive Garden, Jason's Deli, Chili's, Texas Road House, Golden Corral, Wal-Mart, Whataburger, Uncle Bucks Bass Pro Shop for attendance incentives. In addition, representatives from many agencies assist during our annual Career Day. We also host a fall festival, and participate in Pasta for Pennies, Relay for Life, library book fair night, and the San Benito food pantry.

Sullivan Elementary has a small population of foster students who are represented by Sunny Glen Children's Home. Teachers are in constant and direct communication with the child's guardian to ensure they are involved in the child's education. La Gallina Headstart also has a partnership with Sullivan. PK teachers work collaboratively with the staff at La Gallina Headstart to inform them of upcoming events at the campus.

After a survey study, the committee acknowledges that at this time the campus needs is to provide campus notices not only in English but also in Spanish for parents to understand. We would like to also provide Spanish translation during presentations such as PTA or awards ceremony. Provide a welcoming and friendlier climate between parents, teachers, office staff, administration, cafeteria staff, custodians, and security to embrace the unity between all.

Sullivan, along with its partnerships, understands that it is of great importance to support its families and community.

Family and Community Involvement Strengths

- Campus master schedules and district wide calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- Interruptions to the instructional day are kept to a minimum.
- Safety drills are performed frequently and efficiently.
- Parent Liason manages parent center and is the contact person for parental volunteers.
- Wonderful Wedensdays - Teachers call three parents to provide positive feedback in regards to academic and/or behavior.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: The majority of the time, information to parents is usually only sent home in English. **Root Cause:** Notices need to be sent home in both languages.

Problem Statement 2: Although we have partnerships with community members for attendance incentives, there is a lack of community representatives visiting our school. **Root Cause:** Not enough efforts are made to contact community leaders and business to be part of our school activities

School Context and Organization

School Context and Organization Summary

At Sullivan Elementary our aim is to provide a "Gold Standard" in education for all students, through a positive and safe learning environment, so that our students are college, career, and workforce ready. There is a strong emphasis on ensuring all students have the academic preparedness to undertake any endeavor successfully, as well as developing the soft skills students need in order to accomplish their goals.

When our students struggle with mastering the TEKS, we make instructional and school context adjustments. Through these modifications, which include academic support, our students are given the necessary tools. We work hard to assert our instructional time is protected. Our staff and students are not pulled out of class unnecessarily. PLCs are a cornerstone of our instructional foundation. Time is allotted for teacher so that planning, data disaggregation, and professional development is continual and most importantly, a priority. Our strong focus on instruction and student mastery drives the Sullivan staff to provide the best educational opportunities for all students.

Sullivan is overall a great school. It's Mission and Vision is aligned with that of our District. Research states that when a classroom has a low teacher/student ratio, the students are able to get quality instruction. Students benefit most from differentiated instruction, small group instruction and interventions provided by a certified teacher.

Sullivan Elementary provides many ways to communicate with each other. Parents, Staff and Teachers collaborate with one another before making decisions.

Overall Sullivan is well respected within our community. We are committed to ensuring the success of all students by creating a foundation of life-long learners.

School Context and Organization Strengths

- 100% of campus administrators have received the PLC full training.
- Campus conducts PLC Meetings. An agenda is set and sent to staff prior to PLC meeting.
- Full day Prekindergarten (with a partnership with HeadStart) has been implemented at Sullivan Elementary.
- District-wide Benchmarks are administered for grades 3rd through 5th twice a year.
- Three week cumulative formative assessments and six weeks test are administered each six weeks to monitor student progress.
- Interruptions to the instructional day are kept to a minimum.
- Safety drills are performed frequently and efficiently.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Although the grade levels plan to address the needs of the students in their grade level, there is not enough vertical alignment planning. **Root Cause:** Schedule does not allow the time for vertical planning across grade levels.

Technology

Technology Summary

Sullivan Elementary believes that integrating technology into the classroom is a great way to reach diversity in learning styles. As our nation becomes increasingly more technology-dependent, it becomes even more necessary that to be successful citizens, students must learn to be tech-savvy. From the ease of communicating with teachers and parents via e-mail, to quickly accessing an overabundance of information online about a particular topic students have learned about in class, technology is needed in today's classroom. At Sullivan Elementary, at least 88% of teachers have student computers; however, some classrooms have computers that are obsolete and will no longer be repaired. Every teacher on campus has access to a laptop and at least one classroom iPad. Teachers also have access to document cameras and either screen projectors or screen televisions. Our main concern with the televisions is that some are just mounted on the wall but not being used. Teachers do not have the proper equipment or chords. Screen projectors are not being kept clean and properly maintained and therefore no longer work properly. Our school has three computer labs that are utilized by students including two C.O.W.S (computers on wheels) each with 24 laptops available for student use. Access to devices is a major need on our campus. Labs are not always accessible to students, and the C.O.W.S can only be checked out by two classes at a time. About 59% of teachers feel that they are at a proficient level in the use of technology. How do we help all other teachers build their technology proficiency? Perhaps the campus technology representative can help in this area or offer more one to one trainings with teachers in need. The majority of the staff is comfortable with technology and has no trouble using it and integrating it in the classroom. With new advances in technology there will always be some barriers that potentially prevent effective use of it. The major barriers at our campus are old, outdated, and broken equipment in the classroom. Teachers also lack the correct connections or adaptors needed to integrate technology in the classroom. Our district and school make many efforts to provide teachers with sufficient trainings that they may need to be successful with technology. Some of these include how to use and access Eduphoria, Flocabulary, Google Docs and Google Classroom, including many other important, helpful resources. However, not all teachers are being trained across the board in some areas. If and when teachers are introduced to a new program, all teachers should be on board. Most teachers feel that they need yearly refreshers or in-depth trainings with online resources that are non-negotiable. Currently, teachers are using technology in all content areas; however, teachers would like to see more printed material instead of the online resources purchased by the district. The main concern with digital resources is that it loses validity and does not engage students as much as tangible material. More than 90% of teachers at Sullivan Elementary feel that technology has made a great impact in student learning. Students currently have access to the Internet in a variety of settings at one time with little or no disruptions to Internet access. The wifi infrastructure has proved to be sufficient enough to provide for the users it supports. Teachers and staff at Sullivan Elementary have the ability to access school email, grade book, and other online sources without any trouble. The majority of teachers are satisfied with the wifi infrastructure at our campus and only 6% feel the network is insufficient. Technology is used to develop and deliver instruction through multiple formats, including TEKS Resource System, Think Central, EduSmart, Pearson, STEMScopes and many other teacher websites and web tools. Assessment data is collected and disaggregated using Eduphoria, SRI, and SMI to assist teachers in driving their instruction in the classroom. Because there is still a great need for devices and access to the Internet on our campus, a suggestion would be for students to be allowed to bring their own device to school with parent consent. The goal at Sullivan Elementary is to make sure the design of our network continues to be sufficient enough to provide for teachers and students. All teachers should feel proficient enough to utilize technology with ease and be trained not only on new technology resources but also have refreshers on online resources that have already been in place.

Technology Strengths

Strengths at Sullivan Elementary in regards to technology include:

- computers are available in the computer labs and library for students and parents.
- Different forms of technology are in use in the classrooms (document camera, teacher iPad, laptops, screen projectors and/or screen televisions).
- Sufficient wi-fi infrastructure
- technology representative on campus
- district trainer available for teacher trainings
- technology is being used across the board in all content areas
- According to a school survey, most teachers feel proficient in technology
- According to the survey, none of our teachers feel they are at the beginning level with technology.

Problem Statements Identifying Technology Needs

Problem Statement 1: 41% of our teachers feel they are at the intermediate level of technology proficiency. **Root Cause:** We need to make better use of our district and campus technology representatives.

Problem Statement 2: Outdated student computers, broken or missing equipment are in some classrooms. **Root Cause:** We need to monitor our inventory and technology equipment (hardware, mice, keyboards cords) more effectively.

Problem Statement 3: Insufficient devices to implement student programs such as StemScopes, Imagine Learning, iStation in the classrooms. **Root Cause:** We do not have enough devices for the demand and push towards technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent Involvement Rate

Goals

Goal 1: Sullivan Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: ESSA: By June 2018 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Source(s) 1: iStation reports for K-2nd grade and STAAR reports for grades 3rd - 5th Grade

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) K - 5th grade students will be provided with a minimum of 90 minutes daily of reading instruction. K- 5th grade will follow the scope and sequence of the TEKS Resource System utilizing resources such as Journeys, iStation, Imagine Learning, Accelerated Reader, MyON, Mentoring Minds, Step up to the TEKS, and teacher created material.</p>	2, 3, 9, 10	Teachers Assistant Principal Principal RTI Teacher SPED Teachers	<p>IMPLEMENTATION:</p> <p>IMPACT:</p>				
				Funding Sources: 211 - Title I, Part A - \$10,000.00			
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Implement Professional Learning Communities (PLCs) to review student data, student progress, and plan collaboratively to meet the needs of all students.</p>	1, 8, 9	Principal	<p>Reading Readiness Assessment (PK-3rd)</p> <p>STAAR Scores (3rd-5th)</p> <p>iStation Reports</p> <p>Imagine Math Reports</p>				
				Funding Sources: 199 - General Fund - \$2,500.00			
<p>3) RTI teacher to assist teacher in identifying students in need of intervention, provide interventions to students, provide guidance to teachers in completing required documentation and make intervention recommendations.</p>	2, 8, 9, 10	Principal Assistant Principal RTI Teacher	<p>Increased number o student that are recibing intervention and making progress.</p>				
				Funding Sources: 211 - Title I, Part A - \$53,569.00			

<p>Critical Success Factors CSF 1</p> <p>4) Students in K-2nd Grade will use supplemental reading programs, such as, IRLA and ENIL to enrich their reading comprehension.</p>	1, 3, 9, 10	Principal Assistant Principal	Students will see an increase in reading fluency.				
Funding Sources: 199 - General Fund - \$9,950.00							
<p>5) Campus Book Fairs will take place to promote and encourage students to practice their reading.</p>		Librarian	Students will have develop a love for reading.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>6) Special Education students in the Autism Unit will have a daily 30 minute block of to attend the sensory room. This will help meet their individual sensory needs and assist in preparing them to be ready to learn.</p>	1, 8, 9	Special Education Teachers	Students will be ready for instruction once their sensory needs are met.				
<p>Critical Success Factors CSF 4 CSF 7</p> <p>7) Teachers in need of of professional development in the area of classroom will attend a training offered at Region One to help facilitate instruction.</p>	4	Teacher Assistant Principal Principal	Students will be instructed in a setting that has consistent and effective routines and procedures.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) 8) Monitor, evaluate and analyze student performance data in order to identify strenghts and weaknesses in curriculumn implementation, program effectiveness and student success</p>	1, 2, 9	Principal Asst. Principal Dean Teachers	Improved student performance through increased use of effective teaching strategies.				
Problem Statements: Student Achievement 1, 2, 3							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>9) Provide flexible scheduling through inclusion and/or resource classes for our special education students.</p>	1, 2, 3, 8, 9	Administrators Teachers Special Education Teachers	Special Education students will meet system safeguards.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>10) Sullivan Elementary will host Headstart parents for an orientation meeting in the Spring to explain the student expectations as student transition to PK.</p>	1, 6, 7	Administration PK Teachers	Parents will be informed about PK expectations and meet the Pre-kindergaretn staff.				

11) All students in grades 3rd - 5th grade will have access to a dictionary to help facilitate their learning and to be able to use during the STAAR assessment.	2, 8, 10	Principal Asst. Principal Teachers	Student achievement will be impacted with the use of a dictionary.				
Problem Statements: Student Achievement 1, 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Our 4th grade Writing score is below the district and state averages and did not show growth from the previous year. Root Cause 1: A consistent curriculum for Writing was not used.
Problem Statement 2: Our ELL students in 3rd and 5th grade scored below the school average and below the district and state averages. Root Cause 2: Focus is not on ELL students and SIOP strategies when planning during PLCs.
Problem Statement 3: Slight decrease in Reading score in 3rd grade (from 64% to 61%) and 4th grade (76% to 74%). Root Cause 3: Focus for the year was in Math.

Goal 1: Sullivan Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 2: All student groups in grades 3, 4, and 5 will increase performance on Index 1 by 10%.

Evaluation Data Source(s) 2: STAAR Reading Index 1 score in 2018.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) K-5th grade teachers will receive professional development on using reading shields through DMR Consulting.	2, 4	Teachers Assistant Principal Principal	STAAR results iStation results				
2) PK through 5th grade teachers will read aloud to students on a daily basis to improve listening comprehension skills using Making Meaning program.	2, 3	Teachers	TPRI results SRI results				
3) Accelerated instruction classes will be provided to students that are failing and scoring below 75%, including ELL and SPED students. Tutorials will be held for one hour at least two times per week.	3, 9, 10	Principal Dean of Instruction	STAAR Results TPRI/Tejas Lee Results SRI/SMI Results				
4) All students will use web-based programs such as Accelerated Reader and the MyON program to enrichment their reading instruction. PK students will use OWL program for progress monitoring. 1st - 5th gr. students will test on SRI. Teachers will use the data to progress monitor.	1, 2	Teachers	IMPLEMENTATION: IMPACT:				
5) Scientifically-based Reading instructional materials will be purchased for instructional use in classrooms and labs; such as Motivational Reading, STAAR Ready, Step up to the TEKS, Green Apples, etc.	3		IMPLEMENTATION: IMPACT:				
6) STAAR Rally Blended Learning Module will be utilized for our Special Education population in 3rd-5th grade. STAAR Rally provides strategies for improving math problem solving and reading comprehension.	3, 8, 10	Principal Asst. Principal RTI Teacher SPED Teachers	Math and Reading results of special education students using STAAR Rally will show growth.				

7) 4th grade teachers will use TEKS Resource System and other writing programs/ strategies such as but not limited to: Thinking Maps, Write Source strategies for Writers and Six Traits of writing will be used to help students understand the learning process and develop skill and success in all areas of writing	1, 2, 3	Administrators Teachers RTI Teacher Resource Teacher	Student achievement results will show a growth in STAAR 2018.				
Critical Success Factors CSF 1 8) Teachers will utilize supplemental resources as needed to enhance grammar usage and mechanics.	1, 2	Administration Teachers	Students writing samples will demonstrate proficiency in grammar rules and mechanics.				
Critical Success Factors CSF 1 9) Teachers will utilize supplemental resources as needed to increase student achievement on STAAR assessments. Resources include Lead4ward resources, such as Field Guides and TeachForm products.	1, 3	Administrators Teachers	Student achievement results will show growth in STAAR 2018.				
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 10) Teachers will utilize supplemental resources such as, Flocabulary to increase student knowledge of vocabulary to increase student achievement on STAAR assessments.	1, 3	Administrators Teachers	Student achievement results will show growth in STAAR 2018.				
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 11) Teachers will be provided with general supplies to enhance the delivery of instruction, and support student learning outcomes and products.	1, 3	Administrators Teachers Secretary	Increased student achievement in PK-5th grade classrooms in all core subjects, iStation, Imagine Math, TELPAS, and STAAR.				
Funding Sources: 199 - General Fund - \$2,500.00, 211 - Title I, Part A - \$1,000.00							
Critical Success Factors CSF 1 12) Teacher will have access to printers and accessories to enhance the delivery of instruction.	1	Administrators Teachers Secretary	Increased student achievement in PK-5th grade classrooms in all core subjects, iStation, Imagine Math, TELPAS, and STAAR.				
Funding Sources: 211 - Title I, Part A - \$300,000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: Our ELL students in 3rd and 5th grade scored below the school average and below the district and state averages. **Root Cause 2:** Focus is not on ELL students and SIOP strategies when planning during PLCs.

Goal 1: Sullivan Elementary will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 3: Students in K-2nd grade will score above 85% developed on the iStation and Imagine Math assessments.

Evaluation Data Source(s) 3: iStation and Imagine Math results.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>1) Implement Balanced Literacy in grade K-2nd in order to raise reading performance for each individual student. Consultant will come four times to provide coaching in the classroom.</p> <p>October and November: coaching focus: creating rotations of blending learning of the Daily 5.</p> <p>January and February coaching focus: close reading with fiction ad non-fiction text.</p>	2, 4	Teachers RTI teacher	<p>1. IMPLEMENTATION: Measured by PLC discussions and principal walkthrough observations confirming that teachers are implementing new reading strategies.</p> <p>2. IMPACT - quarterly measurement data showing at least 3% higher achievement for all student groups when compared with last year's scores.</p>				
Funding Sources: 255 - Title II, Part A, TPTR - \$2,200.00							
2) PK students will implement the OWL curriculum to focus on individualized instruction to guarantee learning of phonemic awareness, sight word practice, letter-sound- spelling correspondence, print awareness, vocabulary and comprehension exercises.	1, 3, 8	Dean of Instruction	CIRLE results				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) PK-2nd grade teachers will utilize the Square Panda Playset to practice and reinforce the five components of effective Reading.</p>	1, 3	PK-2nd grade teachers Assistant Principal Prinicpal					
Funding Sources: 211 - Title I, Part A - \$1,981.00, 199 - General Fund - \$3,374.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							











Goal 2: Sullivan Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: ESSA: Quality professional development will be provided to all instructional staff thus ensuring student success.

Evaluation Data Source(s) 1: Staff development attendance, surveys, and feedback

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers in need of professional development will attend a training offered at Region One to help facilitate instruction.</p>	4	Teacher Assistant Principal Principal	Students will be instructed in a setting that has consistent and effective routines and procedures.				
<p>2) San Benito CISD Staff Development department will provide meaningful, scientifically researched based professional development for all teachers and paraprofessionals so that a better understanding of the TEKS can be had by all stakeholders.</p>	1, 2, 3, 4	Principal Asst. Principals Teachers Support Staff	Increase the scores on: STAAR PBMAS iStation Imagine Math				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Administrators will attend professional development, conferences, training etc on topics to increase student performance, data analysis, etc.</p>	1, 4	Administrators	Increased knowledge of instructional practices.				
Funding Sources: 199 - General Fund - \$0.00, 255 - Title II, Part A, TPTR - \$0.00							
<p>Critical Success Factors CSF 3</p> <p>4) All school staff to include professionals, teacher assistants, cafeteria employees and custodians will receive training on Bullying Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student bullying.</p>	1, 2	Administrators Counselor Teachers Teacher Assistants	Increased knowledge of instructional practices.				

<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) All school staff to include professionals, teacher assistants, cafeteria employees and custodians will receive training on Suicide Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student outcry of suicide.</p>		Administrators Counselor	Staff will be more alert; therefore providing a safer school.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) In order to meet the needs of all students, training opportunities will be provided to all teachers and campus administrators on providing accommodations to students to be used during STAAR testing.</p>	2, 3, 4, 9, 10	Administrators Teachers	Increased scores.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: Sullivan Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: ESSA: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Source(s) 2: SBEC Certification Records








Summative Evaluation 2: Met Performance Objective

Goal 2: Sullivan Elementary will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 3: 100% of the teaching staff will be highly qualified. 50% of all staff will be bilingually certificated and 70% of all teachers will be gifted and talented certified.

Evaluation Data Source(s) 3: SBEC Teacher Certifications

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Sullivan Elementary will follow all district guidelines for hiring to ensure all teachers meet state requirements for certification in the area they are teaching.</p>	3, 4, 5	Administrators Counselor Teachers	100% of teachers will be properly certified.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: Sullivan Elementary will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

Performance Objective 1: ESSA: Develop College and Career readiness skills through project based learning activities for all students in grades PK-12.

Evaluation Data Source(s) 1: Lesson Plans, Post-secondary Readiness assessments

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) GT students will receive enhanced academic opportunities and will work in collaborative groups or individually to complete a project using the Texas Performance Standards and that meets the Texas State Plan for the Education of Gifted Studens</p>	1						
Funding Sources: 199 - General Fund - \$300.00							
2) Each Thursday will be designated as College Day at Sullivan Elementary. Students and staff may wear a college T-shirt on this day.	1, 2, 3, 9	Administrators Teachers	Students will become more aware of colleges/universities.				
<p>Critical Success Factors CSF 1</p> <p>3) The counselor will organize one field lessons to a college for our students.</p>	1, 2	Administrators Counselor	Students will become aware of different colleges.				
Funding Sources: 199 - General Fund - \$2,000.00							
4) College Awareness Week activities will be planned for the Spring semester. This will include speakers including local community leaders, etc. which will speak on the value of education.		Administrators Counselor Teachers	Students will receive experiences and motivation to see out educational success and college preparation.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Sullivan Elementary will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 1: 100% of school staff will utilize Positive Behavior Intervention Support (PBIS) campus model to enhance academic and social behavior outcomes for all students.

Evaluation Data Source(s) 1: Campus PBIS monthly meetings, survey, and number of discipline referrals.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) In order to decrease the number of disciplinary referrals, Sullivan Elementary will provide staff development on both legal requirements and best practice for situations involving bullying, harassment, cyber safety, and abuse.</p>	1, 2, 4, 6	Administrators Teachers Teacher Assistants Parent Liaison	Decrease number of referrals				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Sullivan Elementary school counselor will offer guidance instruction to students that will address topics such as suicide prevention, conflict resolution, drug awareness, to include drugs and alcohol.</p>	1, 2	Administrators Counselor	Decrease number of referrals.				
<p>Critical Success Factors CSF 6</p> <p>3) Through the use of Raptor Trace System and school-established security measures, campuses will maintain a safe and secure environment for each instructional facility.</p>	1, 2	Administrators Staff Security					
Funding Sources: 199 - General Fund - \$500.00							
<p>Critical Success Factors CSF 6</p> <p>4) Plan, conduct, and coordinate the Health/Wellness events that promote healthy lifestyles through community organizations and district departments that provide health and wellness activities.</p>		Coaches Teachers Nurse	Fitness Gram results will indicate if students' physical fitness is s				

<p>Critical Success Factors CSF 6</p> <p>5) PBIS Core Team will review and make adjustments to the campus PBIS manual. They will also schedule the 6-week incentive activities.</p>	1, 2	PBIS Core Team Teachers	Maintain a safe and positive learning reinforcement.				
<p>Critical Success Factors CSF 6</p> <p>6) ROAR celebrations will take place every six weeks to encourage students to maintain positive behavior in the classroom.</p>	1, 2	PBIS Core Team Teachers Administrators	Increased positive behavior in the classroom and school settings.				
<p>Critical Success Factors CSF 6</p> <p>7) School Counselor will utilize lessons and activities to promote character education during weekly counseling classes. Strategies learned will promote students to interact with fellow students in a positive manner, working together to accomplish goals, and problem solve.</p>	1, 2						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>8) Conduct orientation meetings with students and staff regarding the Student Code of Conduct, discipline management, student handbooks, emergency drills and procedures.</p>	1, 2	Administrators Teachers Parents.	Decrease in student referrals				
<p>Critical Success Factors CSF 6</p> <p>9) Ensure that students and staff are effectively educated on safety and security measures and that all measures are effectively followed to protect students, faculty, and staff.</p>	1, 2	Administrators Teachers	Decrease incident reports.				
<p>Critical Success Factors CSF 6</p> <p>10) Provide training on both legal requirements and best practice for situations involving bullying, harassment, cyber safety, and abuse.</p>	1, 2	Administrators Counselor Teachers	Decrease number of students referrals.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 5: Sullivan Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: By May 2018, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Source(s) 1: Sign In Sheets

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Maintain Parental Involvement center every Tuesday on a weekly basis.</p>	6	Parental Involvement Liaison, Principal	Improved attendance of parents in the center.				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Daily contact with parents of students who are absent. Phone calls will be made before 9:00 a.m. to encourage parents to bring students to school that are healthy and able to attend.</p>	2, 6	Parental Involvement Liaison, 1 PEIMS clerk	Increased attendance of students.				
Problem Statements: Demographics 2							
<p>Critical Success Factors CSF 5</p> <p>3) Activities will be planned to encourage parents to visit the school and interact with their child and teachers. Activities will include Meet the Teacher, Luncheons, Parent/Teacher conferences, School Plays, recitals, Literacy Night, Father/Daughter Dance, Mother/Son Dance, etc.</p>	2, 6	Administration, Teachers	Increased parent participation in school				
Funding Sources: 199 - General Fund - \$0.00							
<p>4) Calendar committee will be created to develop a calendar of activities for the month. The calendar will be sent home at the beginning of the month to maintain communication with parent of upcoming school activities.</p>	2, 6	Calendar committee comprised of teachers and hourly staff	increased parent participation in school events				

Critical Success Factors CSF 5 5) A parent conference will be held annually to provide parents and members of the community information that can help them help our students.	1, 3, 6, 9	Administrators Teachers	Increases student achievement. Increased parental involvement.				
	Problem Statements: Family and Community Involvement 2						
Critical Success Factors CSF 6 6) Students will be given the opportunity to participate and compete in the Chess program. Qualifying members will compete in the national chess tournament.	1, 3, 9, 10	Administration After School Coordinator Teachers	Increased STAAR results. Increased parental involvement.				
	= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The attendance rates for lower grades are below 96%. Root Cause 2: Emphasize on attendance has not been a priority at the lower grades
Family and Community Involvement
Problem Statement 2: Although we have partnerships with community members for attendance incentives, there is a lack of community representatives visiting our school. Root Cause 2: Not enough efforts are made to contact community leaders and business to be part of our school activities

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	9	Provide flexible scheduling through inclusion and/or resource classes for our special education students.

State Compensatory

Budget for Sullivan Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 30A	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$51,013.00
199 32A	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$84,426.88
6100 Subtotal:		\$135,439.88
6300 Supplies and Services		
199 30 A	6396 Supplies and Materials - Locally Defined	\$2,400.00
199 30 A	6399 General Supplies	\$10,200.00
6300 Subtotal:		\$12,600.00

Personnel for Sullivan Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Banuelos, Maria Consuelo	PK Teacher Assistant	199 32 A 00	.5
Banuelos, Maria Consuelo	PK Teacher Assistant	199 32 A PK	.5
Barrera, Adriana	PK Teacher	199 32A 00	1
Mendez	PK Teacher	199 32 A 00	1
Rosalez, Felicitas	PK Teacher Assistant	199 32 A 00	.5
Rosalez, Felicitas	PK Teacher Assistant	199 32 A PK	.5

Title I

Schoolwide Program Plan

A schoolwide program allows a campus in which **40 percent or more** of its students are from low-income families to use its Title I, Part A funds, along with other federal, state, and local funds, to operate a schoolwide program to upgrade its entire educational program (Section 1114[a][1]). The goal of the program is to improve the academic performance of all students, particularly

- the lowest-achieving students
- students at risk of not meeting the state student academic achievement standards
- students who are members of the target population of any program a campus includes in its schoolwide program.

A campus operating a schoolwide program is not required to identify specific students as eligible to participate in the schoolwide program, or to demonstrate that the services it provides with Title I, Part A funds are supplemental to services that it would provide in the absence of Title I, Part A funds (Section 1114[a][2]). This flexibility is in contrast to a targeted assistance program, in which a campus may only use Title I, Part A funds for supplementary educational services for children identified as being most at risk of not meeting state standards (Section 1115[a]).

Sullivan Elementary plan includes the following components: High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs.

- Recruitment and retention of effective teachers, particularly in high-need subjects.
- Increased learning time through extended day options.
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners through the early exit program.
- Dual Enrollment and Advanced Placement Program opportunities
- Career and technical education programs to prepare students for postsecondary education and the workforce.
- Counseling, school-based mental health programs, mentoring services, and softskills skills.
- Anti-bullying program for students.
- Use of Eduphoria to disaggregate data that will drive instruction.
- Response-to-intervention teachers on all campuses to assist with student experience difficulties mastering TEKS.

- Parent conference.
- Updated electronic hardware on campuses: iPads, COWS, Desk top Computers, and RedCats.

Ten Components of Title I Schoolwide

1. A Needs Assessment, which lists areas of instruction that need improvement in order for all students to be successful and to meet state standards for achievement.
2. Develop Schoolwide strategies that : a. Provide opportunities for all children to meet Texas' standards for student achievement b. Use methods of teaching that have been proven to work with students. c. Meet the needs of all low-achieving and at-risk students in the school. Include such programs as counseling, pupil services, mentoring, innovative teaching methods, college and career awareness and guidance, career and technical education programs, etc. d. Decide how the school will determine whether students' needs are being met. e. Be certain that the school's Campus Improvement Plan matches the state's and the district's plans.
3. Ensure that all teachers meet Highly Qualified standards by hiring teachers Texas- certified to teach their subject or grade level and that instructional paraprofessionals are state-certified as teaching assistants .
4. Provide high-quality training for all school staff. Teachers, principals, nurses, paraprofessionals, and other staff members attend workshops and/or meetings designed to help them meet the needs of students.
5. Plan to attract highly qualified teachers to our schools. The campus, along with the Department of Human Resources, work toward attracting the best teachers to SBCISD.
6. Continue to have high parent involvement through such activities as parent workshops, family nights, parent volunteer program, informational meetings, parent conferences with teachers, student programs, E.S.L. classes for parents, family activities, etc.
7. Develop plans to help preschool children successfully make the change to primary/elementary school. This includes students from programs like Head Start.
8. Include teachers in making decisions about how to use tests to provide information to improve student achievement.
9. Give effective, timely help to students who are having trouble reaching grade level standards in their core courses. Students' difficulties must be identified in a timely manner, and in such a way that the teacher knows the exact skills that the students must learn.
10. Coordinate local school programs with state and federal programs. This includes programs supported under ESSA, violence prevention, nutrition,

housing programs, Head Start, and adult education.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The CNA should focus on academic and other information about all students including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students, and migrant students. This information must include student achievement in relation to state standards, and should also include the campus's current status regarding student needs, curriculum and instruction, professional development, family and community involvement, and campus context and organization.

Using schoolwide planning teams Sullivan will create a school culture that engages staff in a data-driven process to conduct a comprehensive needs assessment, allowing them to:

- clarify their vision for reform,
- create a school profile,
- identify data sources, and
- analyze data to ensure that the learning needs of every child are met.

2: Schoolwide Reform Strategies

Schoolwide reform strategies must provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies should be based on effective means of improving achievement of children. Statute specifies guidelines in five different areas for use by campuses when evaluating effective instructional strategies.

Sullivan Elementary will review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research by:

- Identifying how each activity strengthens the core academic program.
- Identifying scientifically-based research programs that increase the amount and quality of learning time.
- Review the master schedule to identify opportunities for extended learning time.
- Investigate how PBLs can be used in the various core areas.

- Identify programs within your school that address enriched and accelerated curriculum issues.
- Disaggregate the data by sub-groups to determine programs' effectiveness in meeting the needs of historically underserved student populations.

3: Instruction by highly qualified professional teachers

Beginning with the 2016-2017 school year, schools and teachers will only need to meet state requirements for certification. The federal term of “highly qualified teacher status” will no longer apply. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.

Sullivan Elementary will:

- Record certification[s] of teachers, their teaching position, and the course(s) they teach.
- Record highly qualified status of paraprofessionals and their assignments.
- Record paraprofessional duties that increase the opportunities for all students to meet the academic achievement standards.
- Provide professional development that targets CNA.
- Assign teachers for a “best fit” of their strengths.
- Professional development of “in-place” programs prior to school year with ongoing evaluations of effectiveness.
- Monitor effectiveness of teachers by frequent walk-throughs.
- Provide time for teachers to observe master teachers in the classroom.
- Provide opportunity for teachers to have classroom materials explained as to their use in instruction.
- Provide opportunities for collaboration [through PLCs] in looking at benchmark and testing results and analyzing teaching strategies to provide needed instruction for non-mastered instruction

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 will be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, we 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.

Sullivan Elementary will:

- Select the professional development to meet the needs of all administrators, teachers, paraprofessionals, parents, and others, as appropriate.
- Utilize book study groups and department led training.
- Provide opportunities for all employees to obtain training in programs and initiatives that are already in place.
- Utilize video conferencing equipment and/or online training to meet the schedules of teachers.
- Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
- Allow teachers to attend professional developments through the year on content areas specific to teacher's assignment.
- Rearrange the school day to include a block of time before, during, or after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

SBCISD Human Resource Department will:

- Advertise on the web and television.
- Attend college and ESC job fairs.
- Provide salary based incentives for high-need content areas, i.e. math and science.
- Guarantee small classroom size.
- Provide mentoring program.
- Retain teaching staff through reform strategies to change the characteristics of the campus to become more personally and professionally satisfying.

- Promote quality leadership (campus administration).
- Provide on-going and “catch-up” training for programs that are in place on a campus for both teachers and instructional paraprofessionals.

6: Strategies to increase parental involvement

Parental involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities. It is required that schools develop strategies that increase parental involvement.

The Family and Community Engagement Department will ensure:

- Notification: Schools shall send information to parents in a language and format they can understand, including: parents’ right to know teacher qualifications, parents’ right to know certified teacher information, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact.
- Consultation: Schools shall include parents in the development of the parental involvement policy and school-parent compact, seek input from parents to evaluate the parental involvement program, and have face-to-face parent teacher conferences at least at the elementary grade level.
- Building Capacity: Schools shall assist parents in understanding the state’s academic content and achievement standards and requirements of the Title I program. Schools shall provide materials and training in areas such as literacy or technology.
- Sullivan Elementary will continue to have the parent center open once a week. However, parents are welcomed to volunteer any day of the school week.

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

For the purpose of Title I, Part A, a preschool program is a program of educational services for eligible children below the age at which the LEA provides elementary education and is focused on raising the academic achievement of children once they reach school age. Title I, Part A preschool programs provide young children with the early learning experiences that will enable them to meet academic standards throughout elementary and secondary school.

SBCISD and Sullivan Elementary will:

- Coordinate the professional development activities of preschool and kindergarten teachers in order to align prekindergarten and kindergarten curricula and goals.
- Arrange for kindergarten and preschool teachers to visit each other's classrooms.
- Instruction is guided by a coherent curriculum that includes meaningful content (such as science) and has a strong and systematic focus on cognitive skills, including the language, early reading, writing skills and math skills children need to develop before they enter kindergarten.

- Instruction is always intentional, and frequently is direct and explicit. There is a balance between individual, small-group, and large-group activities.
- The classroom environment is one where children feel well cared for and safe. It also stimulates children's cognitive growth and provides multiple and varied opportunities for language and literacy experiences.
- Teachers frequently check children's progress. Ongoing assessment allows teachers to tailor their instruction to the needs of individual children as well as to identify children who may need special help.
- The preschool staff regularly communicates with parents they are an active participant in their children's education.

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

In addition to state performance data, measures are in place to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Sullivan Elementary will:

- Provide opportunities for teachers to work together in developing student assessments such as: formative assessments, teacher observations, performance assessments, teacher made assessments during grading periods, and student inventories.
- Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining student work/response to assessments.
- Provide opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies.
- Teachers are provided professional development in the types of different assessments, how to design effective assessments, and how to analyze the data.
- Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments.

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

The schoolwide plan must include activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Analyze individual student data and/or student work to determine appropriate activities.

- Provide for extended learning opportunities such as tutoring before/after school, Saturday school, summer school.
- Provide individualized/small group learning sessions.
- Provide a rich curriculum that includes real world connections and enrichment activities.
- Incorporate computer assisted learning.
- Incorporate modifications/accommodations for curriculum activities.
- Conduct parent/teacher conferences to keep parents informed.
- Provide school counseling services.
- Link parents to appropriate resources such as: counseling services, out-reach programs, community agencies, mentoring programs, etc.
- Provide professional development in effective teaching strategies or best practices, and implement strategies for appropriate activities. analyze individual student data and/or student work to determine appropriate activities.

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

Section 1114 of Title I, Part A, Public Law 107-110 of NCLB authorizes eligible schools to consolidate Title I funds, along with other Federal, State and local funds to operate schoolwide programs. The ability to consolidate funding is provided so that planners can focus on the programmatic design of the schoolwide first and then determine how the plan will be funded, rather than using the fiscal resources to determine program design. Title I schoolwide programs are also encouraged to use the flexibility available to them to coordinate and integrate services and programs, as well as funding, with the aim of upgrading the entire educational program for all students. Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, and facility, etc. Research shows the importance of monitoring the impact of this component to ensure that all students receive a quality education, becoming academically proficient and reaching advanced levels of achievement.

- Document the Federal, State, and local services and programs at each schoolwide school such as:
 - Title Programs
 - Nutrition Programs

- Homeless Programs
- Head Start
- Violence Prevention Programs
- Adult Education
- Family Literacy
- List resources and services that have common requirements such as: Professional Development, Parental Involvement, Violence Prevention and Family Literacy
- Determine where coordination and integration can occur based on program intent and purpose.
- Document all coordinated programs, services, and funds in the correct location on the Campus Improvement Plan to show the school has met the intent and purpose of each program

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cervantes, Maria	Parental Specialist	211 24 A	.5
Cortez, Edina	RTI Teacher	211 30 A	1
Figueroa, Priscilla	Kinder Teacher Assistant	211 30 A	1

Demographics and Technology Committee

Committee Role	Name	Position
Classroom Teacher	Javier Gomez	Coach
Classroom Teacher	Rosemary Tamayo	Teacher
Classroom Teacher	Esmeralda Montalvo	Teacher
Classroom Teacher	Maria Agado	Teacher
Classroom Teacher	Virginia Hernandez	Teacher
Classroom Teacher	Mary Ann Cantu	Teacher
Classroom Teacher	Maria Garnett	Teacher
Business Representative	Perrin Ramirez	General Manager

School Culture & Climate and Family & Community Involvement Committee

Committee Role	Name	Position
Classroom Teacher	Yvonne Nuñez	Teacher
Classroom Teacher	Adriana Barrera	Teacher
Classroom Teacher	Diana Hagens	Teacher
Classroom Teacher	Ofelia Garcia	Teacher
Classroom Teacher	Karla Hernandez	Teacher
Classroom Teacher	Jaimie Luna	Fine Arts Teacher
Classroom Teacher	Lizabeth Moreno	Teacher
Classroom Teacher	Adelaida Hernandez	Teacher
Paraprofessional	Priscilla Figueroa	Teacher Assistant

Staff Quality, Recruitment and Retention Committee

Committee Role	Name	Position
Classroom Teacher	Virginia Tamez	SPED Teacher
Non-classroom Professional	Edina Cortez	RTI Teacher
Classroom Teacher	Faviola Evans	Teacher
Classroom Teacher	Cora Mendez	Teacher
Classroom Teacher	Lilia Nezzar	Teacher
Classroom Teacher	Xavier Perez	Teacher
Classroom Teacher	Flor Pierce	Teacher
Community Representative	Diana Abrego	Retired Teacher

Student Achievement and Curriculum & Instruction and Assessment Committee

Committee Role	Name	Position
Classroom Teacher	Julie Galarza	SPED Teacher
Classroom Teacher	Mayra Tejada	Teacher
Classroom Teacher	Sonia Weaver	Teacher
Administrator	Stephanie Ramirez	Principal
Non-classroom Professional	Elizabeth Robinson	Librarian
Parent	Ely Garcia	Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies	199-13-6399-00	\$2,500.00
1	1	4		199-11-6399-00-110-8-30-!	\$9,950.00
1	2	11	General Supplies	6399	\$2,500.00
1	3	3	Square Panda	199-11-6399-00-110-8-25-A	\$3,374.00
2	1	3			\$0.00
3	1	1		Gifted and Talented Funds	\$300.00
3	1	3		6412	\$2,000.00
4	1	3			\$500.00
5	1	3			\$0.00
Sub-Total					\$21,124.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,000.00
1	1	3		211-11-6119-00-110-8-30-A-00	\$53,569.00
1	2	11	General Supplies	6399	\$1,000.00
1	2	12			\$300,000.00
1	3	3	Square Panda	211-11-6399-00-110-8-30-A	\$1,981.00
Sub-Total					\$366,550.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Professional Development		\$1,200.00
1	3	1	General Fund to print Manuals		\$1,000.00
2	1	3			\$0.00
Sub-Total					\$2,200.00

	Grand Total	\$389,874.00
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