

SUDAN ELEMENTARY

Campus Improvement Plan

2025-2026

DeAnn Wilson, Principal



Sudan Elementary Goals and Objectives

Goal 1: All students, including the target populations, will meet or exceed state academic performance standards for an Advanced rating in order to achieve lifelong success.

Performance Objective 1: The percent of passing STAAR reading scores will increase from 80% to 83%.

Performance Objective 2: The percent of passing STAAR math scores will increase from 80% to 83%.

Performance Objective 3: The percent of passing STAAR science scores will increase from 50% to 60%.

Performance Objective 4: The percent of passing STAAR in special programs will reach or exceed state standards as indicated by the T.A.P.R.

Goal 2: All students will exhibit behaviors that support academic success.

Performance Objective 1: Students will maintain an attendance rate of 98% or higher for the 2025-2026 year, and discipline referrals will decrease from 100 to 95

Goal 3: Sudan Elementary staff including administrators, teachers, paraprofessionals and support staff will be provided technology and sustained, research-based professional development to ensure student academic success

Performance Objective 1: Teachers will receive a minimum of 6 hours or more of training in areas of determined needs

Goal 4: Sudan Elementary will develop partnerships with parents, community members, and other district stakeholders in order to educate students to the highest level of their academic abilities while fostering positive social, emotional, and cultural development.

Performance Objective 1: Sudan Elementary will have a minimum of 6 Parent & Family Engagement meetings throughout the school year so that parents have the opportunity to participate in their child's education.

Special Programs and Target PopulationsSpecial Programs:

Dyslexia
English as a Second Language (ESL)
Gifted and Talented (GT)
Prekindergarten/Head Start
Special Education (SPED)
State Compensatory Education (SCE)
Title I, Part A: School-wide (TIA)
Title II, Part A; Teacher & Principal Training & Recruiting
Title IV, Part A: Student Support and Academic Enrichment

Target Populations

At-Risk
Economically-disadvantaged
Homeless
Limited English Proficient
African-American
Hispanic
White
Migrant
Male
Female

Planning and Decision Making Team

NAME	ROLE
Tara Provence	Business
Cebia Johnson	Community
Jill VandePol	Community
Flora Rubio	Parent
Desenia Estrada	Parent
Meagan Sowder	Counselor
Breanne Carter	Teacher
Joyce Welty	Teacher
Kami Groetken	Teacher
DeAnn Wilson, Principal	Chairperson

Names and Roles of Participants Who Assisted With Development/Review of the CIP May 2025

NAME	ROLE
Ariel Bryant	ELAR/Social Studies Teacher
Martha Melendez	RtI
Breanne Carter	Science/Math Teacher
Holley Cornelius	Dyslexia/Reading Interventionist
Jennifer Edwards	ELAR/Social Studies Teacher
Anita Foster	ELAR Teacher
Kami Groetken	Kindergarten Teacher
Tara Humphreys	ELAR/Social Studies Teacher
Leslie Johnson	Math Teacher
Allen Polk	Social Studies Teacher
Kandis Lloyd	Math Teacher
Lauren Wilson	1 st Grade Teacher
Cindy Martin	Math/Science Teacher
Steven Neilssen	Elementary Music Teacher
Sabrina Reyher	Kindergarten Teacher
Kateland Rogers	Science Teacher
Meagan Sowder	Counselor
Caleb Swofford	7 th Math/JH Athletics
Kylee Swofford	Social Studies Teacher
Chelsea Tully	1 st Grade Teacher
Joyce Welty	ELAR Teacher
DeAnn Wilson	Principal
Lauren Wilson	1 st Grade Teacher
Quinci Willoughby	PK Teacher

Teresa DeSautell	Special Education Teacher
Erin Polk	Special Education Teacher
Tara Provence	Parent
Cebia Johnson	Parent
Jill Van de Pol	Parent
Flora Rubio	Parent
Desenia Estrada	Parent



**Goal 1: All students including target populations will meet or exceed state academic performance standards
For an Advanced rating in order to achieve lifelong success.**

Measurable Performance Objective 1: The percent of passing STAAR Reading scores will increase from 80% to 83%.

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Continue Epic and various other programs for daily practice in reading	Reading Teachers	Daily	Title I, II, IV Local	mClass iStation	STAAR iStation
Continue School-wide Title I program	Principal	Daily	Title I	6 weeks grades	STAAR iStation
Scheduling - Schedule 2 or more periods for reading for PK-7 for intense, individualized instruction as needed - Additional Reading practice in Study Hall/tutorials daily for 5th, 6th & 7th	Principal	Daily Twice/weekly		Teacher Observation	
Curriculum & Programs 3-week summer program - Really Great Reading K-3 - McGraw Hill Wonders Reading - McGraw Hill Studies Sync - Heggerty Phonics Curriculum - iStation PK-7 - Reading Eggs K-2 - Quizizz - IXL - Quill - Flocabulary - STAAR Master - TX Coach - Read Works - Prodigy	Principal	Daily and summer	Title I, II, IV Local	Teacher Observation Benchmarks RtI PLCs/Meetings/ Reports Various Program Reports Curriculum Based Assessments (CBA) TFAR	iStation Reports RtI Mtgs/Reports MCLASS EOY Reports



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STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
• Learning A-Z/Raz Kids • Moby Max K-8 • Progress Learning • Rtl • MCLASS K-2 • TEKS Resource System • Lone Star • Scholastic Magazines • Reading By Design Dyslexia • Google Classroom, Docs, Slides, Sheets					
Disaggregate STAAR tests • Focus: All Reading objectives • Focus: TEKS, SEs & Process Standards	Reading teachers	Weekly	Local	Lesson Plans Eduphoria Reports Teacher Disaggregation	STAAR
Encourage participation in UIL to increase academic skills & mastery	Teachers	Fall	Local	List of students involved	Student participation
Benchmarking • Eduphoria/TEKS Resource • Released STAAR BOY/MOY/EOY Gr 3-7 • MCLASS Gr PK-2	Teachers	Biannual	Local	Benchmark Scores	STAAR EOY Reports
Eduphoria – Assessment & Diagnostic	Reading Teachers	3 weeks	Local	Eduphoria Data	STAAR
Six Week Summative Assessments	Reading Teachers	6 weeks	Local	6 week scores	STAAR



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STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Involve Parents • iStation Reports • Report Cards • Eduphoria Reports • MCLASS Reports • Moby Max Reports • Various other reports	Reading Teachers	Each 6 weeks	Local	Teacher Observation Benchmarks RtI PLCs/Meetings/ Reports Various Program Reports Curriculum Based Assessments (CBA) TFAR	STAAR End of Year Grades Various Reports
Provide RtI for additional period as needed.	Principal	August	Local	RtI Progress Reports	STAAR EOY Reports
Provide Dyslexia/Reading intervention for additional period as needed.	Principal	August	Local	RtI Progress Reports	STAAR EOY Reports
Provide teacher training and Professional Development (PD) as needed	Principal	Ongoing	Local Title II	Training planned & scheduled	Sign-in sheets STAAR EOY Reports



**Goal 1: All students including target populations will meet or exceed state academic performance standards
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Measurable Performance Objective 2: The percent of passing STAAR Math subjects will increase from 80% to 83%.

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Target problem solving strategies and applications • Use manipulatives & academic games when appropriate • Peer tutoring • Accelerated instruction • Target all mathematical areas, especially problem solving & process skills	Math teachers	Daily	Local Title I, II, IV	Teacher Observation Benchmarks RtI PLCs/Meetings/ Reports Various Program Reports Curriculum Based Assessments (CBA) TFAR	STAAR EOY Reports
Curriculum & Programs • STEMscopes Math Curriculum • Lonestar Target the Question • Lonestar Target Practice • TEKS Resource System • Quizizz • IXL • Imagine Math 2-4 • 3-week summer program • ST Math • IXL • Math Seeds • Happy Numbers • Lone Star • TFAR	Principal	Daily Summer	Local Title I, II, IV	Progress Reports Imagine Math Reports Eduphoria Reports Teacher Observation Benchmarks RtI PLCs/Meetings/ Reports	STAAR Progress Reports Imagine Math Reports Eduphoria Reports RtI Progress Reports Curriculum Based Assessments (CBA)



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Measurable Performance Objective 2: The percent of passing STAAR Math subjects will increase from 80% to 83%.

				Various Program Reports Curriculum Based Assessments (CBA) TFAR	
Scheduling - Schedule additional time daily for K-7 - Additional Math practice in Study Hall twice weekly for 6th & 7th	Principal	Daily Twice/weekly Monthly	Local	Master schedule	STAAR EOY Reports
Disaggregate STAAR tests - Focus: All Math objectives - Focus: TEKS, SEs & Process Standards	Math teachers Math Teachers	Annually Weekly	Local	Lesson Plans Eduphoria Reports Teacher Disaggregation	STAAR
Encourage participation in UIL to increase academic skills & mastery	Math Teachers	Fall	Local	List of students involved	Students participating
Provide RtI for additional period	Principal	Daily	Local	RtI Progress Reports	STAAR EOY Reports
Eduphoria – Assessment & Diagnostic	Math Teachers	6 weeks	Local	Eduphoria Reports	STAAR EOY Reports
6-week grade reporting	Math Teachers	6 weeks	Local	6-week scores	STAAR EOY Reports
Benchmarking - Eduphoria/TEKS Resource - TFAR/Interim - Released STAAR BOY/MOY - MCLASS Gr PK-2	Teachers	Biannual	Local	Benchmark Scores	STAAR EOY Reports
Provide teacher training and Professional Development (PD) as needed	Principal	Ongoing	Local Title II	Training planned & scheduled	Sign-in sheets STAAR



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Measurable Performance Objective 2: The percent of passing STAAR Math subjects will increase from 80% to 83%.

					EOY Reports
Involve parents • Send math progress reports • Enlist parents to help at home • Eduphoria Reports • Imagine Math Reports	Math teachers	3-week periods	Local	Parents are notified of all student reports and progress.	Math STAAR End of year grades Various Reports



Goal 1: All students including target populations will meet or exceed state academic performance standards For an Exemplary/Level III Advanced rating in order to achieve lifelong success.

Measurable Performance Objective 3: The percent of passing STAAR Science scores will increase from 50% to 60%.

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Add additional time per week for science TEKS in 5th	Principal	Weekly	Local	6 Weeks grades Summit K-12 Reports	STAAR
Align curriculum at K-7 grades for STAAR /TEKS objectives	Science teachers	Monthly	Local	Curriculum meetings	STAAR TSDS EOY Reports
Hold grade level meetings (PLCs) on Science TEKS	Science teachers	Semester	Local	Meeting minutes Teacher Discussion	STAAR
Disaggregate STAAR tests ● Focus: All Science objectives ● Focus: Lab activities, manipulatives, and process standards	Science teachers	Weekly	Local	Lesson Plans	STAAR EOY Reports
Curriculum & Programs ▪ Summit K-12 Curriculum ▪ 3 Cheers for PK ▪ My Big World ▪ Discovery Science ▪ Super Science ▪ Science Studies Weekly ▪ Coach ▪ Discovery Education ▪ Mystery Science ▪ Scholastic Science Magazines	Principal	Monthly	Local Title I, II, IV	Teacher Observation Benchmarks RtI PLCs/Meetings/ Reports Various Program Reports Curriculum Based Assessments (CBA) TFAR	STAAR EOY Reports
Benchmarking ● Released STAAR BOY/MOY Gr 5 ● BOY/MOY/EOY Gr K-4 & 6-7	Teachers	Biannual	Local	Benchmark Scores	STAAR EOY Reports



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Measurable Performance Objective 3: The percent of passing STAAR Science scores will increase from 50% to 60%.

• Coach • Summative Review					
Provide teacher training and Professional Development (PD) as needed	Principal	Ongoing	Local Title II	Training planned & scheduled	Sign-in sheets STAAR EOY Reports
Scheduling ▪ Tutorials/Enrichment 1 period/day ▪ Additional Science practice in Study Hall once weekly for 6th & 7th	Principal	Weekly Weekly	Local	Lesson plans/teacher management	STAAR
Encourage participation in UIL to increase academic skills & mastery	Science teachers	Fall	Local	List of students involved	Students participating



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Measurable Performance Objective 4: The percent of passing STAAR in special programs will reach or exceed state standards as indicated by the T.A.P.R.

Dyslexia

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Identify students with dyslexia or related disorders and provide appropriate services • Early identification and intervention • CNA to determine student needs • Services at students' campus • Dyslexia intervention as needed	Counselor Diagnostician	August – May	Local	Training scheduled for staff Screeners	Students identified
Align SBOE procedures and district procedures	Principal	August	Local	Draft	Written procedures
Provide services for eligible students under section 504 services or Special Education as needed	Principal	Daily	Local	504 Accommodations Documentation	504 Accommodations Documentation
Provide professional development for staff • Individualized and intensive • Multi-sensory • Phonetic reading methods • With staff input	Principal	Summer	Local	Training calendar	Attendance certificates
Provide teacher training and Professional Development (PD) as needed	Principal	Ongoing	Local Title II	Training planned & scheduled	Sign-in sheets STAAR EOY Reports
Hire and retain teachers with certification/endorsements	Principal	Summer	Local TII, TPTR	Teachers interviewed	Certificates of training
Evaluate program	Principal	April-May	Local	Progress reports	Dyslexia Bundle
Provide Parent & Family engagement opportunities as needed	Principal	Aug.-May	Local	Parent & Family engagement calendar	Sign in sheets



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Measurable Performance Objective 4: The percent of passing STAAR in special programs will reach or exceed state standards as indicated by the T.A.P.R.

Special Program: English as a Second Language

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Identify LEP students and provide program to develop proficiency in comprehension, speaking, reading & composition of English	ESL coordinator	Early Aug. and upon enrollment	ESL, TIII (SSA)	Home Lang. Survey	TELPAS STAAR
Conduct Comprehensive Needs Assessment - STAAR - STAAR/ Participation - LEP Dropout - Annual Measurable Achievement Objectives (AMAOs)	Principal	August	BE/ESL Local	Meeting agenda	Data disaggregated
Provide Professional Development - Teachers and paraprofessionals - Research-based - Based on staff needs	Principal	During year and summer	BE/ESL TIII Local	Training scheduled	Sign in sheets Certificates of training
	ESL Teachers	Daily	Local	EIAF Reports	TELPAS STAAR
Provide iPads/Chromebooks for ESL students to use as needed	Principal	Daily	Local Title III	Daily	TELPAS STAAR
Provide teacher training and Professional Development (PD) as needed	Principal	Ongoing	Local Title II	Training planned & scheduled	Sign-in sheets STAAR EOY Reports
Recruit/retain certified ESL teachers for each classroom	Principal	Summer	Local	Positions posted	Certified Staff
Send information to parents in home language	Principal	All year	Local	Communications	Communications
Phone calls made to parents in home language for events	ESL Coordinator	During year	Local	Communications	Communications



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Special Program: English as a Second Language

Provide opportunities for parents to participate in school activities	Principal	During year	Local	Parent & Family engagement calendar	Sign in Sheets
3 Parent Nights for ELL Parents	Principal	Twice/year	Local	Communications Sign in sheets	Communications
ITBS for Exit for Grades 1 & 2	ESL Coordinator	Annually	Local	Observations/ITBS Data	ITBS Data



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Special Program: Gifted and Talented (GT)

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Update policies - Furloughs - Exiting and transfers - Appeals of placement	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination Focus on minorities: ESL, Eco Dis, 504, & SPED	Counselor	August and semester	Local	Staff Dev. on GT characteristics List of nominations	Student nominees
Provide advanced curriculum for all GT students	Counselor	Aug – May	GT Local TIV	Lesson Plans PD (ELAR, Math, Science, Social Studies) as needed	STAAR EOY Reports
Ensure equity of program for all - Include native language assessment - Include non-verbal assessment	Principal	August and semester	Local	List of Students tested	Tests other than English/non-verbal tests
Provide 3 criteria with qualitative and quantitative measures in intellectual ability and/or specific academic fields for K-12	Counselor	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Provide 30 hours of GT training for all professional staff / 6 hrs. annual update	Principal	Fall – Spring	Local TII	Prof. Dev. Calendar	Attendance certificates
Revise curriculum framework as needed Depth & complexity including 4 core academic areas	Principal	April – Aug.	Local	Meeting minutes	Curriculum revisions



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Special Program: Gifted and Talented (GT)

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Determine Professional development needs by staff survey and/or communication	Principal	Spring	Local	Survey	Survey results
Provide students opportunities to work: • Together as a group • With other students • Independently	Classroom Teachers	Weekly	Local	Lesson plans TTESS evidence	STAAR EOY Reports
Evaluate program including surveys of: • Students and Parents • Staff	Principal	April	Local	Surveys distributed	Summary of surveys
Hire and retain GT certified teachers for program	Principal	May – August	Local	Job Postings Interviews	Teacher endorsements
Provide Parent & Family engagement opportunities for parent participation	Principal	Aug.- May	Local	Parent & Family engagement Calendar	Sign in sheets



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Measurable Performance Objective 4: The percent of passing STAAR in special programs will reach or exceed state standards as indicated by the T.A.P.R.

Special Program: State Compensatory Education (SCE)

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Coordinate SCE funds on the school-wide program for at-risk student to accelerate performance and reduce drop-out rate Reduce class size as possible	Principal	Aug. - July	SCE 2 FTEs	Grades Progress reports Aides used as needed	STAAR TELPAS Various reports
Identify and provide teachers with list of at-risk students	Counselor	Beginning of year & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Serve K-3 who failed local readiness test (local test) with Renaissance Programs, accelerated early literacy programs, various other educational programs, and Response to Intervention	K-3 teachers		SCE Local	iStation reports Imagine Math reports	iStation Imagine Math STAAR MCLASS
Serve 7 th graders who failed 2 or more subjects (previous year or current) with tutorials	Principal	Grading periods	SCE Local	Scheduling Teacher Observation Benchmarks RtI PLCs/Meetings/Reports Various Program Reports	STAAR Classroom grades



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Measurable Performance Objective 4: The percent of passing STAAR in special programs will reach or exceed state standards as indicated by the T.A.P.R.

Special Program: State Compensatory Education (SCE)

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
				Curriculum Based Assessments (CBA) TFAR	
Serve students who have been retained on School-wide program	Principal	Weekly	SCE Local	6 weeks grades Eduphoria Reports Teacher Observation Benchmarks RtI PLCs/Meetings/ Reports Various Program Reports Curriculum Based Assessments (CBA) TFAR	STAAR EOY Reports
Serve students who failed STAAR - Tutorials/RtI - Specialized Reading/Math/Science	Principal	Weekly	SCE	Scheduling 6 weeks grades Reports from: iStation	STAAR



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Measurable Performance Objective 4: The percent of passing STAAR in special programs will reach or exceed state standards as indicated by the T.A.P.R.

Special Program: State Compensatory Education (SCE)

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
				Imagine Math ST Math IXL Math	
Serve LEP students with classroom teacher with ESL endorsement and ESL strategies	Principal	Upon ID	SCE BE/ESL Title III BE/ESL	Teacher certifications	STAAR TELPAS
Provide teacher training and Professional Development (PD) as needed	Principal	Ongoing	Local Title II	Training planned & scheduled	Sign-in sheets STAAR EOY Reports
Serve homeless students by providing assistance to family as appropriate to needs And in School-wide Program	Principal	Upon ID	SCE Local Title I	6 weeks Grades Parent & Family involvement	STAAR
Evaluate SCE program • Compare At-Risk & All students' STAAR scores • Reading • Math • Writing • Science	Principal	May-June	SCE Local	Semester Grades Eduphoria Reports Teacher Observation Benchmarks RtI PLCs/Meetings/ Reports	STAAR EOY Reports Local evaluation



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Measurable Performance Objective 4: The percent of passing STAAR in special programs will reach or exceed state standards as indicated by the T.A.P.R.

Special Program: State Compensatory Education (SCE)

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
				Various Program Reports Curriculum Based Assessments (CBA) TFAR	
Provide staff development Get Input from staff on student/teacher needs regarding at-risk population	Principal	August-July	Local SCE	PD Training calendar	Certificates for training
Encourage Parent & Family engagement - Conference with parents of at-risk - Provide opportunities for parents to participate in school activities - Provide training for LPAC parents	Principal	Year round	SCE Local Title I	Parent & Family Engagement calendar	STAAR Sign-in sheets



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Measurable Performance Objective 4: The percent of passing STAAR in special programs will reach or exceed state standards as indicated by the T.A.P.R.

Special Program: Title I, Part A: School-wide (TIA)

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Provide staff development in the value of parents' contributions to their children's education - Parents assist in planning the training - Site Base Team assists in planning	Principal	Fall	Local	Staff PD Calendar	Parent Survey
Conduct Comprehensive Needs Assessment to determine needs and plan instruction - Special populations STAAR - Special Education - Economically Disadvantaged - Annual Measurable Achievement Objectives (AMAOs)	Principal	August.	Title I	Data disaggregated	CNA CIP
Plan reform strategies to address student needs - Focus: At-risk and low-achievers - Focus: Special Education - Focus: Economically disadvantaged - Include extended year - Provide aides for tutoring/acceleration	Principal	Quarterly	Title I, II, II, III, IV ESL, SCE Local	Lesson Plans PD (ELAR, Math, Science, Social Studies, Instructional Strategies, Classroom Management, G/T, ESL, Sped,	STAAR EOY Reports Summer Reading Program Participation



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Special Program: Title I, Part A: School-wide (TIA)

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
				Dyslexia) as needed on instructional strategies Personnel	
Provide instruction by certified teachers and aides - Dyslexia/Reading Interventionist - Limit interviews for new teachers to certified applicants	Principal	August – June	Local Title I, II 2 FTEs TPTR Local	New Hires are appropriately certified	Personnel Files
Provide staff development for teachers & paraprofessionals based on input from staff; Intensive, sustained, research-based	Principal	March-May	Title I, II, IV local,	Staff Development Calendar	STAAR Sign-in sheets/certificates
Attract certified teachers to high needs campus	Principal	Ongoing	Title I local	New Hires are appropriately certified	Personnel Files
Increase Parent & Family engagement	Principal	Monthly	Title I Local	Parent & Family engagement Events Sign in sheets	Parent & Family engagement Evaluation Sign-in sheet
Assist pre-school children to public school with visitation day in kindergarten	Principal	May	Local	Event planned On calendar	Sign-In sheet
Assist middle school students as they transition into high school with information and/or activities and information for parents at SPIN meeting.	Counselor	March - May	Local	Event planned on calendar	Sign-in sheet



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Special Program: Title I, Part A: School-wide (TIA)

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Get teachers input on academic assessments given	Principal	Site base Meetings	Local	Site base agendas Sign in sheets	Sign-In sheet Email correspondence
Identify students who need assistance and provide additional help (at-risk / students having difficulties with proficiency or advanced levels including teaching assistants	Classroom teachers	Each reporting period	Title I, II, IV 2 FTEs	List of identified students	STAAR EOY Reports
Coordinate & integrate federal/state/local programs	Principal	August Through May	Title I, II, IV ESL, GT, SCE, SPED PK, Local	Meeting agendas	STAAR
Evaluate Parent & Family engagement program - Involve parents in the evaluation - Distribute survey	Principal	Spring	Title I	Site base Meeting Agenda Sign in sheet	Survey/Evaluation results
Review Parent & Family engagement policy/developed and agreed upon by parents and distributed	Principal	Summer	Local	Site base Meeting agenda Sign in sheet	Policy changes if needed
Conduct Annual Title I Meeting/Back to School Night - Inform parents of Title I program - Explain parents' rights to be involved - Revise Parent Compact in English/Parents' home language	Principal	Fall	Local	Meeting agenda Sign in sheet	Agenda and sign-in sheet



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Special Program: Title I, Part A: School-wide (TIA)

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Provide parent communications: • Conference with parents • Hold flexible number of meetings • Use parents' home language • State assessments & proficiency levels	Principal	August-July	Title I	Communications to parents each 6 weeks period	Parent & Family engagement evaluation
• Curriculum	Principal	Aug.-July	Title I, II, IV	Letters to Parents	Parent & Family engagement Evaluation



Goal 1: All students including target populations will meet or exceed state academic performance standards for An Exemplary/Level III Advanced rating in order to achieve lifelong success.

Measurable Performance Objective 4: The percent of passing STAAR in special programs will reach or exceed state standards as indicated by the T.A.P.R.

Special Program: Special Education (SPED)

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide students with disabilities access to general curriculum	Principal	Aug.-May	SPED	ARD/IEP	Student schedules Documentation
Provide teacher training and Professional Development (PD) as needed	Principal	Ongoing	Local Title II	Training planned & scheduled	Sign-in sheets STAAR EOY Reports
Provide Parent & Family engagement opportunities for parents to participate in activities	Principal	Aug.-May	SPED Local	Parent involvement Calendar	Sign in sheets
Conduct Comprehensive Needs Assessment (CNA) including areas that exceed state averages	Principal	Fall	SPED Local	Analysis	CNA
Provide iPads/Chromebooks for Special Education students to use as needed in the classroom. Some may include ELL/Sped students.	Principal	Daily	Local Title III	Daily usage	STAAR EOY Reports

Goal 2: All students will exhibit behaviors that support academic success:

Measurable Performance Objective 1: Students will maintain an attendance rate of 98% or higher, and discipline referrals will decrease from 100 to 95.

:

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Monitor student attendance with - Letters and/or calls to parents - Classroom incentives - Certificates for outstanding attendance	Classroom teachers	Daily	Local	Quarterly list	End of year attendance records and certificates
Provide for awareness, prevention and education in these areas: - Unwanted physical or verbal aggression - Child Abuse and Neglect - Sexual harassment including sexting - All forms of bullying - In schools, - On school grounds - In school vehicles - Dating violence	Counselor	Year-round	Local TIV	Training calendar Handouts	PEIMS incident records Training certificates Surveys
Improve student fitness and health - Implement SHAC/TEA Coordinated School Health Instructional Program - Focus: K-7 - Participate in FitnessGram data entry for grades 3-7 - Provide parents with data	Principal	Each 6 weeks	PE Curriculum PE teacher	Curriculum guides Fitness gram Data entry	Fitness gram scores
Reduce retention rate - Increase Parent & Family Engagement - Conferences/meetings/ assemblies for student recognition - Invite parents to volunteer - Provide re-teach sessions - Provide summer programs	Principal	Daily	Local	Progress reports	End of year grades/Retention records

Goal 2: All students will exhibit behaviors that support academic success:

Measurable Performance Objective 1: Students will maintain an attendance rate of 98% or higher, and discipline referrals will decrease from 100 to 95.

Reward student behavior with recognition through the Positive Behavioral Intervention System (PBIS).	Classroom Teacher	Daily	Local	Daily discipline referrals & overall positive behavior.	End of year decrease in total number of discipline referrals.
Use ISS and detention time as a deterrent to inappropriate behavior Ensure all behavioral strategies are attempted & monitor ISS & detention rates among special education students	Principal	As needed	Local	Quarterly list	End of year list



Goal 3: Sudan Elementary staff including administrators, teachers, paraprofessionals and support staff will be provided technology and sustained, research-based professional development to ensure student academic success.

Measurable Performance Objective 1: Teachers will receive a minimum of six hours or more of training in areas Of technology, the TEKS, and STAAR objectives.

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide Professional Development training in technology - Integration in the classroom - Integration in administration	Principal	August-July	Title II, D Technology Title II, TPRR Title I, A Local	PD agenda Sign in sheet	Training Certificates
Provide training in TEKS	Principal	August-July	ESC Curriculum Contract TIII, ESL Local	PD agenda Sign in sheet	Training certificates STAAR
Provide training in STAAR	Principal	August-July	ESC Curriculum contract	PD agenda Sign in sheet	Training certificates STAAR
Provide training in Google Suite	Technology Dept	August-July		PD agenda Sign in sheet	Training certificates
Ongoing Eduphoria training	Principal	August-July	ESC Contract	PD agenda Sign in sheet	Training certificates
Ongoing iStation training	Principal	August-July		PD agenda Sign in sheet	Training certificates
Provide Dyslexia Training	Principal	August-July	ESC Contract	PD agenda Sign in sheet	Training certificates
Provide ESL Training	Principal	August-July	ESC Contract	PD agenda Sign in sheet	Training certificates
Train in Benchmarking for STAAR success	Principal	June	Local	PD agenda Sign in sheet	Sign in Sheets
Train in data disaggregation to determine student strengths & weaknesses	Principal	June	Local Curr. Contract	PD agenda Sign in sheet	Sign in sheets
G/T Update Training	Principal	Fall	Local	PD agenda Sign in sheet	Sign in sheet



Goal 4: Sudan Elementary staff will develop partnerships with parents, community members, and other Stakeholders to educate students to the highest level of their academic abilities while fostering positive social, emotional, and cultural development. (Sudan Elementary Campus Parent & Family Engagement Policy.)

Measurable Performance Objective 1: Sudan Elementary will have a minimum of 6 Parent & Family Engagement meetings throughout the school year so that parents will have opportunities to participate in their child's education.

.STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide communications for parents in home language of parents Progress reports in core subjects	Principal	3 rd & 6 th weeks	Title I Local	Report cards RtI reports	Parent & Family engagement Survey
Provide opportunities for parents to participate in school activities in special programs and general curriculum activities - Regular SPIN Meetings - Meet the Teacher Night - Back to School Night - Parent Conferences - LPAC Parent Meetings - Doughnuts with Dads/Muffins with Moms/Granola with Grandparents - Field Trips - Classroom activities - Holiday programs - End of year programs	Principal	Monthly	Local Title I, II, IV	Parent Activities Calendar of events Sign in sheets	Parent & Family engagement Evaluation
Include parents in an annual evaluation of the Parent & Family engagement Program - Review Parent & Family Engagement Policy - With parent input	Principal	Spring	Local	Site base meeting agenda Sign in sheet	Sign in sheet
Invite parents to preschool day to make transition from preschool to kindergarten	Principal	Spring	Local	Event on calendar	Sign in sheet
Revise Title I School-wide Compact and discuss at parent conferences	Principal	Fall	TIA Local	Meeting minutes	Compact and signatures



Goal 4: Sudan Elementary staff will develop partnerships with parents, community members, and other Stakeholders to educate students to the highest level of their academic abilities while fostering positive social, emotional, and cultural development. (Sudan Elementary Campus Parent & Family Engagement Policy.)

Measurable Performance Objective 1: Sudan Elementary will have a minimum of 6 Parent & Family Engagement meetings throughout the school year so that parents will have opportunities to participate in their child's education.

.STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Plan staff development on building partnerships with parents and have parents participate in the planning and implementation of the training for staff	Principal	Fall	Local	Site base minutes	Staff Development agenda
Involve parents through Planning and Decision-Making Team responsibilities	Principal	Quarterly	Local	Site Base minutes	Parent & Family engagement Evaluation
Provide parents opportunities to attend Building Strong Parents Conference (if available)	Principal	Fall	TIA	Participant feedback	Parent Survey
Notify parents of PK program for eligible students - By newspaper and posted bulletins - In English/Spanish	Principal	Spring	Local	Notification draft	Notification documents



Comprehensive Needs Assessment

HB 3 Goals & Plans

Early Childhood Literacy Board Outcome Goal													
The percent of 3 rd grade students that score meets grade level or above on STAAR Reading will increase from 49% to 451% by June 2029.													
Yearly Target Goals													
2025		2026		2027		2028		2029					
49%		49%		50%		50%		51%					
Closing the Gaps Student Groups Yearly Targets													
	Africa n Amer	Hisp	White	Amer India n	Asia n	Pac Islan d	2 or More Race s	Specia l Ed	Eco. Disadv .	Special Ed (Former)	E L	Cont. Enrolle d	Non- Cont. Enrolle d
2025		36	56						36			46	
2026		37	57						37			47	
2027		38	58						38			48	
2028		39	59						39			49	
2029		40	60						40			50	



Comprehensive Needs Assessment

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on grade level or above in Reading on the iStation Assessment will increase from 46% to 50% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
46%	47%	48%	49%	50%

Early Childhood Literacy Progress Measure 2

The percent of K students that score on grade level or above in Reading on the iStation will increase from 49% to 51% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
49%	50%	51%	51%	51%

Early Childhood Literacy Progress Measure 3

The percent of 1st grade students that score on grade level or above in Reading on the iStation will increase from 43% to 47% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
43%	44%	45%	46%	47%



Comprehensive Needs Assessment

Early Childhood Literacy Progress Measure 4

The percent of 2nd grade students that score on grade level or above in Reading on the iStation will increase from 46% to 50% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
46%	47%	48%	49%	50%

Early Childhood Literacy Progress Measure 5

The percent of 3rd grade students that score on grade level or above in Reading on the iStation will increase from 53% to 57% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
53%	54%	55%	56%	57%

Early Childhood Literacy Progress Measure 1

Used in applicable Campus Plans with campus targets

The percent of PreK students that score on grade level or above in Reading on the iStation Assessment will increase from 46% to 50% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
46%	47%	48%	49%	50%

Closing the Gaps Student Groups Yearly Targets



Comprehensive Needs Assessment

Early Childhood Literacy Progress Measure 2

Used in applicable Campus Plans with campus targets

The percent of K students that score on grade level or above in Reading on the iStation will increase from 49% to 51% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
49%	50%	51%	51%	51%

Closing the Gaps Student Groups Yearly Targets

	African Amer	His p	Whit e	Amer India n	Asia n	Pac Island	Two or Mor e Rac es	Specia l Ed	Eco. Disadv.	Special Ed (Former)	E L	Cont. Enrolled	Non- Cont. Enrolle d
2025-2029													



Comprehensive Needs Assessment

Early Childhood Literacy Progress Measure 3

Used in applicable Campus Plans with campus targets

The percent of 1st grade students that score on grade level or above in Reading on the iStation will increase from 43% to 46% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
43%	44%	45%	46%	46%

Closing the Gaps Student Groups Yearly Targets

	African Amer	His p	Whit e	Amer India n	Asia n	Pac Island	Two or Mor e Rac es	Specia l Ed	Eco. Disadv.	Special Ed (Former)	E L	Cont. Enrolled	Non- Cont. Enrolle d
2025-2029													

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 41% to 44% by June 2029.

Yearly Target Goals



Comprehensive Needs Assessment

2025	2026				2027			2028			2029		
63%	41%				42%			43%			44%		
Closing the Gaps Student Groups Yearly Targets													
	Africa n Amer	Hisp	White	Amer Indian	Asian	Pac Island	2 or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non- Cont. Enrolled
2025		31	60						35			45	
2026		31	60						36			46	
2027		32	61						37			47	
2028		32	61						38			47	
2029		33	62						39			48	



Comprehensive Needs Assessment

Early Childhood Math Progress Measure 1

The percent of PreK students that score on grade level or above in math on the LAP-3 will increase from 64% to 66% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
64%	64%	65%	65%	66%

Early Childhood Math Progress Measure 2

The percent of K students that score on grade level or above in math on the CBA will increase from 65% to 67% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
65%	65%	66%	66%	67%

Early Childhood Math Progress Measure 3

The percent of 1st grade students that score on grade level or above in math on the CBA will increase from 58% to 60% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
58%	58%	59%	59%	60%

Early Childhood Math Progress Measure 4

The percent of 2nd grade students that score on grade level or above in math on the CBA will increase from 63% to 65% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
63%	63%	64%	64%	65%



Comprehensive Needs Assessment

Early Childhood Math Progress Measure 5				
The percent of 3rd students that score on grade level or above in math on the CBA will increase from 50% to 52% by June 2029.				
Yearly Target Goals				
2025	2026	2027	2028	2029
50%	50%	51%	51%	52%

Early Childhood Math Progress Measure 1 Used in applicable Campus Plans with campus targets

The percent of PreK students that score on grade level or above in math on the LAP-3 will increase from 64% to 66% by June 2029.

Comprehensive Needs Assessment

Yearly Target Goals



2025	2026	2027	2028	2029
64%	64%	65%	65%	66%

Closing the Gaps Student Groups Yearly Targets

	Africa n Amer	Hisp	Whit e	Amer Indian	Asian	Pac Island	2 or More Races	Specia l Ed	Eco. Disadv .	Special Ed (Former)	EL	Cont. Enrolled	Non- Cont. Enrolle d
2025-2029													

Early Childhood Math Progress Measure 2 Used in applicable Campus Plans with campus targets

The percent of K students that score on grade level or above in math on the CBA will increase from 65% to 67% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
65%	65%	66%	66%	67%



Comprehensive Needs Assessment

Closing the Gaps Student Groups Yearly Targets

	Africa n Amer	Hisp	Whit e	Amer Indian	Asian	Pac Islan d	2 or More Races	Specia l Ed	Eco. Disadv .	Special Ed (Former)	EL	Cont. Enrolled	Non- Cont. Enrolle d
2025-2029													

Early Childhood Math Progress Measure 3

Used in applicable Campus Plans with campus targets

The percent of 1st grade students that score on grade level or above in math on the CBA will increase from 58% to 60% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
58%	58%	59%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	Africa n Amer	Hisp	Whit e	Amer Indian	Asian	Pac Islan d	2 or More Races	Specia l Ed	Eco. Disadv .	Special Ed (Former)	EL	Cont. Enrolled	Non- Cont. Enrolle d
2025-2029													



Comprehensive Needs Assessment

Early Childhood Math Progress Measure 4

Used in applicable Campus Plans with campus targets

The percent of 2nd grade students that score on grade level or above in math on the CBA will increase from 63% to 65% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
63%	63%	64%	64%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Special Education	Economically Disadvantaged	Special Education (Former)	EL	Continuing Enrolled	Non-Continuing Enrolled
2025		52							49			62	
2026		53							50			63	
2027		54							51			64	
2028		55							52			65	
2029		56							53			66	



Comprehensive Needs Assessment

Early Childhood Math Progress Measure 5

Used in applicable Campus Plans with campus targets

The percent of 3rd grade students that score on grade level or above in math on the CBA will increase from 46% to 50% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
50%	50%	51%	51%	52%

Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pacific Island	2 or More Races	Special Ed	Eco. Disadv .	Special Ed (Former)	EL	Cont. Enrolled	Non- Cont. Enrolled
2025									39			50	
2026									40			51	
2027									41			52	
2028									42			53	
2029									43			54	



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
Demographics	Provide services for at-risk and low socioeconomic at-risk of meeting state standards	Effectively addressing the needs of all students within our current demographics. Continue to address the needs of parents within our current demographics with SPIN meetings and parent/teacher conferences.	Federal funds for one-on-one and small group reinforcement of skills and objectives Technology is used to help at-risk students.
Title I School-wide	Due to larger class sizes, at-risk students are not able to benefit from small group instruction. Less than optimal parental involvement is an issue. Up to date and most effective curriculum is required for student success.	Additional staff and aides are employed to be able to assist in classrooms to assist in teacher:student ratio. Title I meetings and other parent meetings are held multiple times throughout the year to encourage parent involvement. Up-to-date and data supported curriculum is purchased to support and accelerate student achievement.	Local TIA 2 FTEs TIIA TIV
English Language Learners LEP & Title III	Academic results for at-risk learners including ELL have been below preferred standards.	Teachers pay close attention to benchmark data and instruct accordingly to close any gaps.	Local TIA TIII Funds are utilized to pay:



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
	Lack of parental involvement for parents of ELL students. Due to our demographics, ESL certified classroom teachers is a must. Provide training for LPAC parents through Engagement Meetings. Continue to provide Chromebooks/iPads for ESL student use	To the maximum extent possible, all communication is sent home in home language. Bilingual staff call families to encourage involvement. All Sudan Elementary teachers are ESL certified or are in the process of becoming ESL certified. LPAC Engagement Meetings and other parent meetings are held multiple times throughout the year to encourage parent involvement. ESL students have access to technology to assist in learning the English language as well as to supplement instruction.	Technology and/or curriculum programs to assist in analyzing benchmarking data. PD and/or certification assistance Supplies and/or materials as needed Technology and/or programs to assist in language acquisition or to supplement instruction
Special Program: SPED	Academic results for special education students have been below preferred standards. Continue to closely follow IEP and modification sheets for qualifying students.	Teachers pay close attention to benchmark data and instruct accordingly to close any gaps. All teachers and staff members receive and follow all accommodations and recommendations per/IEP.	Lamb County Special Education Coop Funds. Various Funds are utilized to pay:



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
	Continue to make sure teachers and staff are aware of instructional strategies that enhance the learning of all students including those with special needs. Provide iPads/Chromebooks for Special Education students to use as needed in the classroom and/or home. Ensure all behavioral strategies are attempted & monitor ISS & detention rates among special education students.	Teachers and staff attend PD to receive training regarding students with special needs as needed. Sudan Elementary has an excellent technology program that all students including those in special education access daily. Teachers, staff, and admin attend PD to receive training regarding students with special needs and behavioral needs as needed. Investigate, identify, and address the root of behavioral issues. Look for alternate consequences if needed.	Technology and/or curriculum programs to assist in analyzing benchmarking data. Additional staff salaries None PD as needed Technology and training for teachers, students, and parents as needed.
Gifted/Talented	Continue to add qualifying students to the G/T program.	Nominations are encouraged & received from multiple stakeholders regarding possible eligible students.	Federal, State, and/or Local Funds are utilized to pay: Materials and/or supplies as needed



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
	Continue to meet the needs of our G/T population. Integrate more G/T strategies into the general education classroom.	G/T students are served with an approved G/T curriculum during pull-out. Teachers integrate G/T strategies into the gen ed classroom and document accordingly.	G/T curriculum PD
State Compensatory Education for At-Risk Academic Achievement	Provide aides for accelerated tutoring for at-risk students. Accelerate learning through technology for at-risk students. Improve parental involvement & assistance for parents.	Additional staff and aides are employed to be able to assist in classrooms to assist in teacher:student ratio. Sudan Elementary has an excellent technology program that students access daily. Notices are sent to all parents through classroom handouts, mail, school app, & social media. In addition, to the maximum extent possible, all communication is sent home in home language. Bilingual staff call families to encourage involvement.	Federal, State, and/or Local Funds & SCE Funds are utilized to pay: appropriate staff salaries Technology and training for teachers and students Materials and supplies as needed



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
	Improve K-3 readiness scores Professional Development for teachers regarding at-risk students.	K-3 teachers are taking part in the K-3 Reading Academies along with other PD, new curriculum, and utilizing benchmarking data to drive instruction. Admin and teachers work together to attend appropriate PD.	K-3 Reading Academies, PD, and curriculum as needed PD as needed TIA 2 FTEs Hiring of Aides to help reduce class size stresses.
Instruction, Assessment, & Curriculum	To continue to align the TEKS with curriculum taught in classrooms. Vertically align curriculum between grade levels.	Benchmarks and assessments are closely monitored to ensure alignment between TEKS and curriculum is occurring.	Federal, State, and/or Local Funds are utilized to pay: Purchase additional curriculum as needed using state funds.
Certified Staff - Recruitment & Retention	To recruit & retain certified teachers including minorities	Low teacher turnover rate. High rate of certified teachers on campus.	TIIA
Professional Development	To provide quality professional development for all staff.	Teachers are encouraged to attend professional development in their core subject areas as well as any other area of necessity.	TII Professional development through ESC using local funds.
Parent & Family Engagement	Continue SPIN meetings, Back to School/Title I meetings, parent/teacher	Many meetings are held throughout the school year to engage and inform parents and families.	Local Funds are utilized to pay: Materials and/or supplies as needed



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
	conferences, LPAC Engagement meetings, etc. Continue Parent/Teacher Surveys Continue communication with parents on student progress in home language. Lack of parental involvement & assistance for parents Provide training for LPAC parents.	Surveys are sent to stakeholders each year. Results are discussed and reevaluated. To the maximum extent possible, all communication is sent home in home language. Bilingual staff are always available to assist with language barriers. Multiple meetings and other parent meetings are held multiple times throughout the year to encourage parent involvement. LPAC Engagement Meetings and other parent meetings are held multiple times throughout the year to inform/train and encourage parent involvement.	



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
School Safety & Climate	Maintaining a positive culture & climate is a priority. Improvement in student behavior & disciplinary issues is desired. Continue using the Positive Behavior and Intervention and Support (PBIS) system to reward positive behavior. Continue bullying education	Building relationships between student groups as well as teacher & students is always a priority. Continual monitoring for good behavior shows students that we look for and expect positive behaviors at all times. PBIS is followed and Hornet Pride tickets are desired by students resulting in positive student behavior.	Local Funds are utilized to pay: PD as needed. Materials and/or supplies as needed
Technology	Provide technological professional development as needed for staff.	Sudan Elementary has an excellent technology program and IT department that provides training in addition to PD provided by the ESC.	Federal, State, & Local Funds are utilized to pay: Technology and training for teachers, students, and parents as needed.



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
	Continue to provide all students access to Chromebooks/iPads. Continue to provide Chromebooks/iPads for Special Education & ESL students to use at school or home as needed. Continue using Eduphoria, Renaissance, iStation, Imagine Math, STEMScopes, Reading Eggs, Happy Numbers, TEKS Resource, and other programs as needed.	All students have access to technological devices to supplement instruction. All students including ESL and those in special education access technology daily. Various programs are utilized daily to supplement and enhance the educational process of our students.	
Title II	Professional Development is continually requested & required of staff.	Admin and teachers work together to attend appropriate PD. Technology training is always provided at the beginning and	Federal, State, & Local Funds are utilized to pay: PD as needed



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
	Provide technology training for students and staff. Provide training in TEKS, STAAR, TELPAS, G/T, Eduphoria, TEKS Resource, & TTESS	during the school year and upon request at any time. Training is provided for TEKS, STAAR, TELPAS, G/T, Eduphoria, TEKS Resource, & TTESS as needed or upon request.	Technology training Training for TEKS, STAAR, TELPAS, G/T, Eduphoria, TEKS Resource, & TTESS
Title IV, A: Student Support and Academic Enrichment	Due to larger class sizes, students are not able to benefit from small group instruction. Scores in all STAAR subjects are lower than preferred. Academic results for at-risk learners including ELL, Special Education, and Economically	Funds are utilized to pay: Additional staff and aides are employed to be able to assist in classrooms to assist in teacher:student ratio. Teachers pay close attention to benchmark data and instruct accordingly to close any gaps. Special populations are closely monitored.	Federal, State, & Local Funds are utilized to pay: appropriate staff salaries. Technology and/or curriculum programs to assist in analyzing benchmarking data. PD as needed



Comprehensive Needs Assessment

Area of Review	Needs	Strengths	Priorities & How Federal/ State Local Funds will be used
	Disadvantaged have been below preferred standards.		
Migrant	Continue to improve academic results for at-risk migrant students; increase Parent & Family engagement.	Academic results for at-risk migrant students is increasing; Parent & Family engagement is increasing each year.	Local
Summary of Data Reviewed: STAAR / TAPR /SRC / Eduphoria! / iStation / MCLASS / Imagine Math / //ST Math/IXL MathTeacher Observations			

DATA SOURCES TO DETERMINE NEEDS					
Texas Academic Performance Reports (TAPR)	Results Driven Accountability (RDA) Reports ESL CTE Title I SPED	Demographics	Parent/Family Engagement Surveys & Results	Discipline Referrals PEIMS 425 Records	Services available to help families

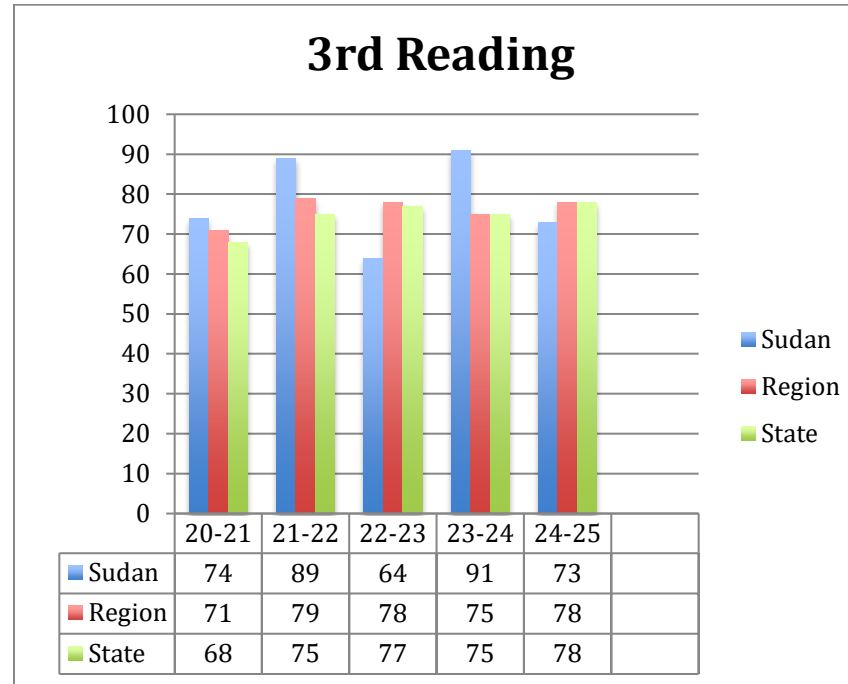


Comprehensive Needs Assessment

Teacher Turnover Rate	Assessments disaggregated by special programs	Disaggregation of reports	Student Progress	Data Validation Monitoring	Inventory
Training for parents to help students at home	Special Programs Enrollment/ Demographics	Curriculum & Instruction	Parent Policy for District and each Campus	Community & Student Engagement Ratings	Professional Development Calendar
Report Card Grades	Special Programs Evaluations (prior / current)	Closing Performance Gaps	Professional Development Evaluations	Safe School Surveys	Interpreters
Promotion/ Retention Rates	Priority For Services List	Closing Performance Gaps/	Parent Participation/ Demographics	Curriculum & Instruction	Training for parents to help students
Early Childhood Readiness Assessments	At-Risk (SCE) Policy & Procedures	Postsecondary Readiness	Communications to Parent/family/ in home language	Technology Inventory	



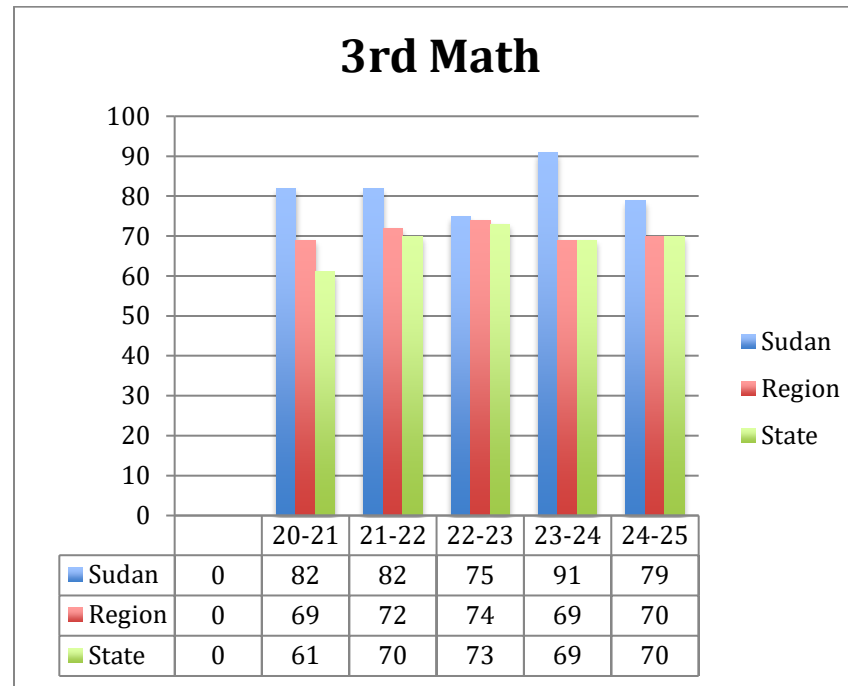
Comprehensive Needs Assessment

3rd Grade Reading



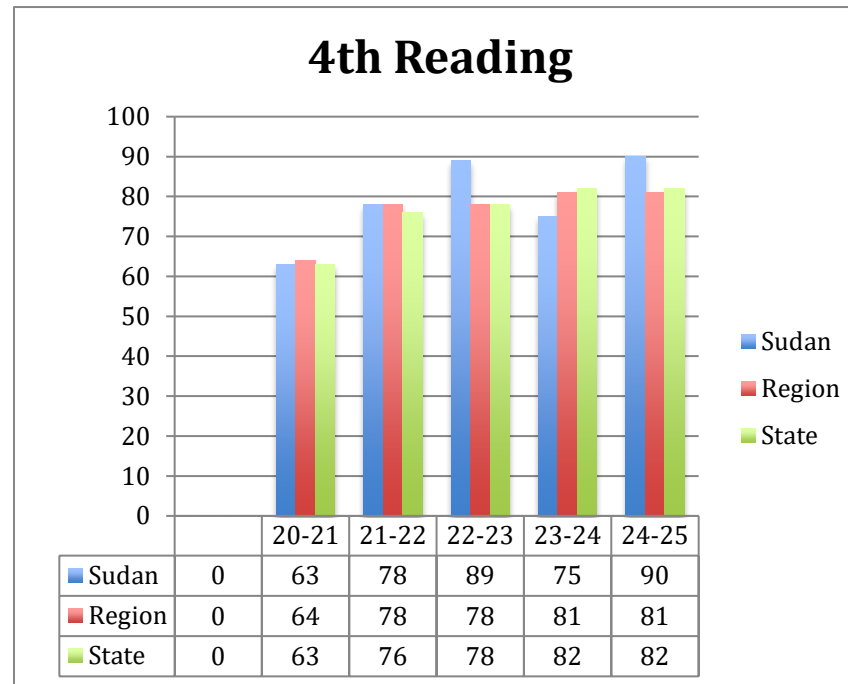
Comprehensive Needs Assessment

3rd Grade Math



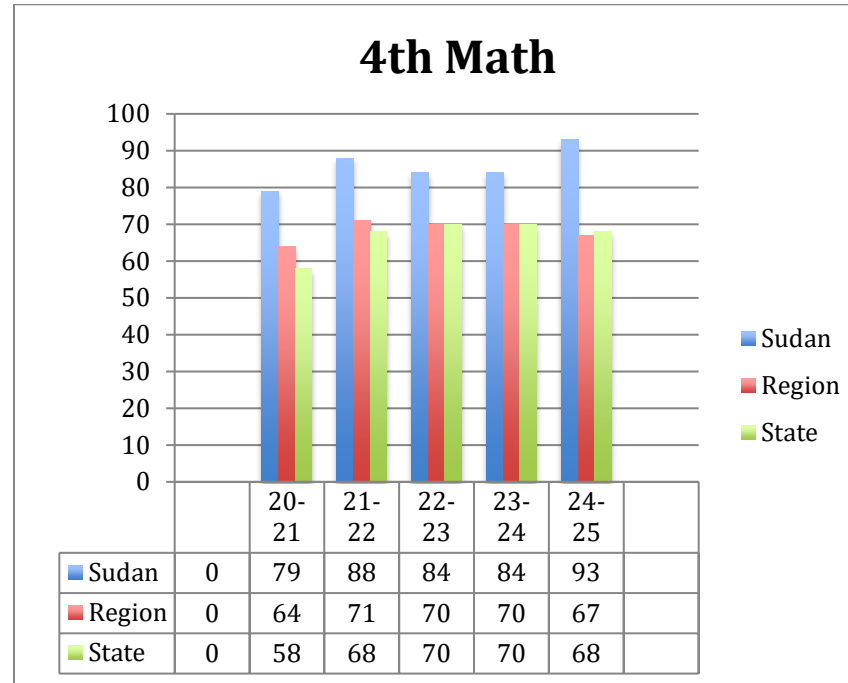


Comprehensive Needs Assessment

4th Grade Reading

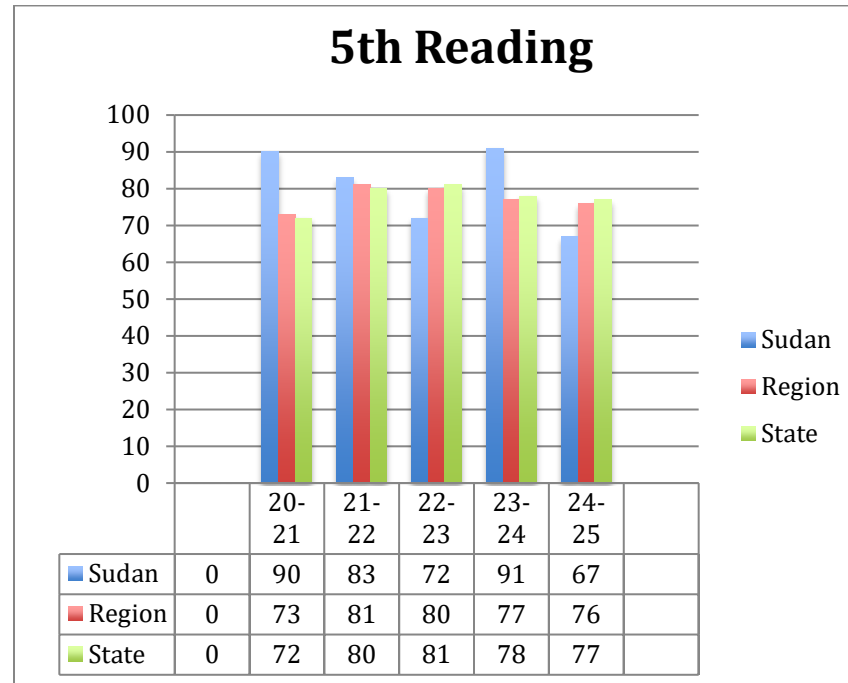


Comprehensive Needs Assessment

4th Grade Math

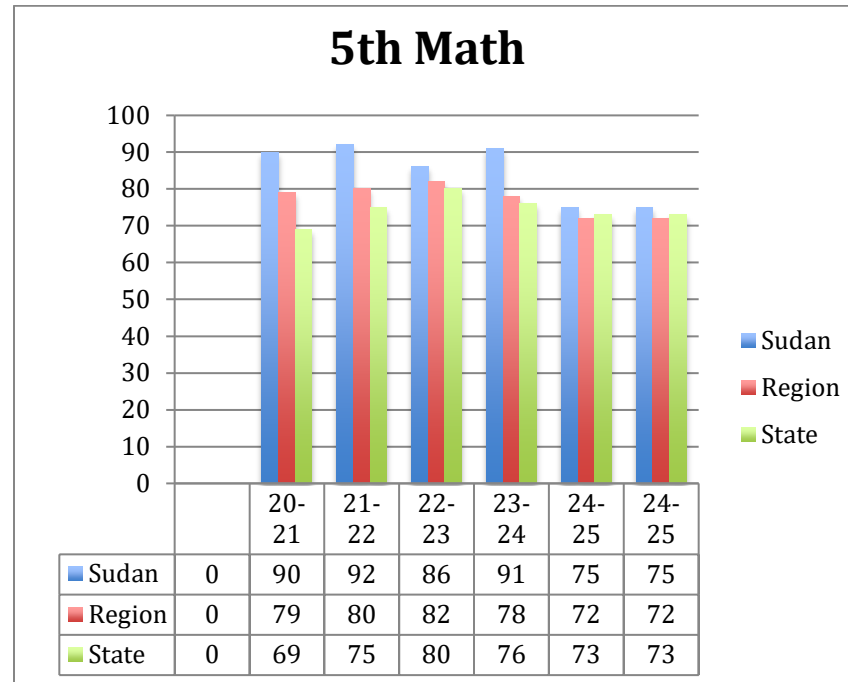


Comprehensive Needs Assessment

5th Grade Reading

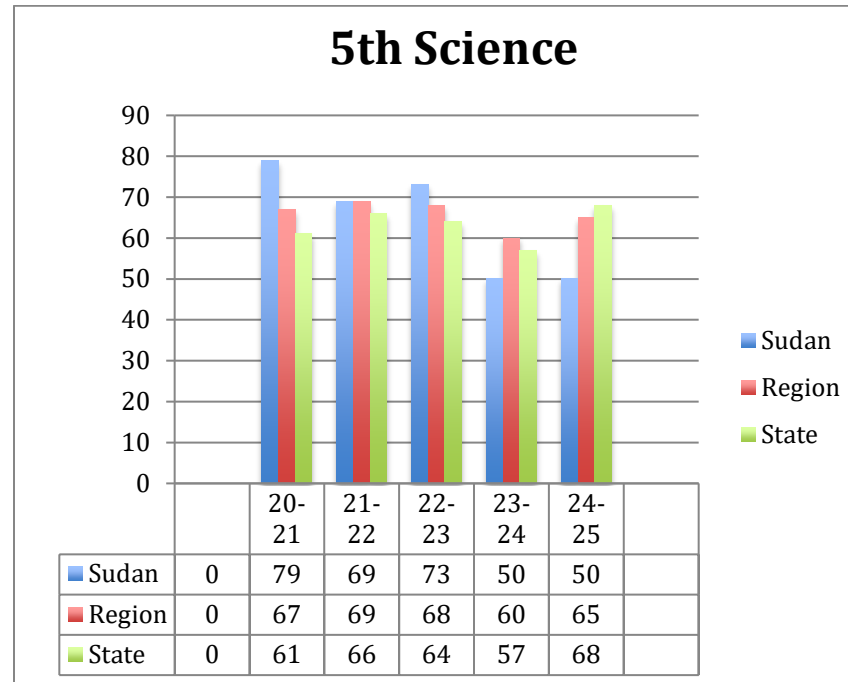


Comprehensive Needs Assessment

5th Grade Math

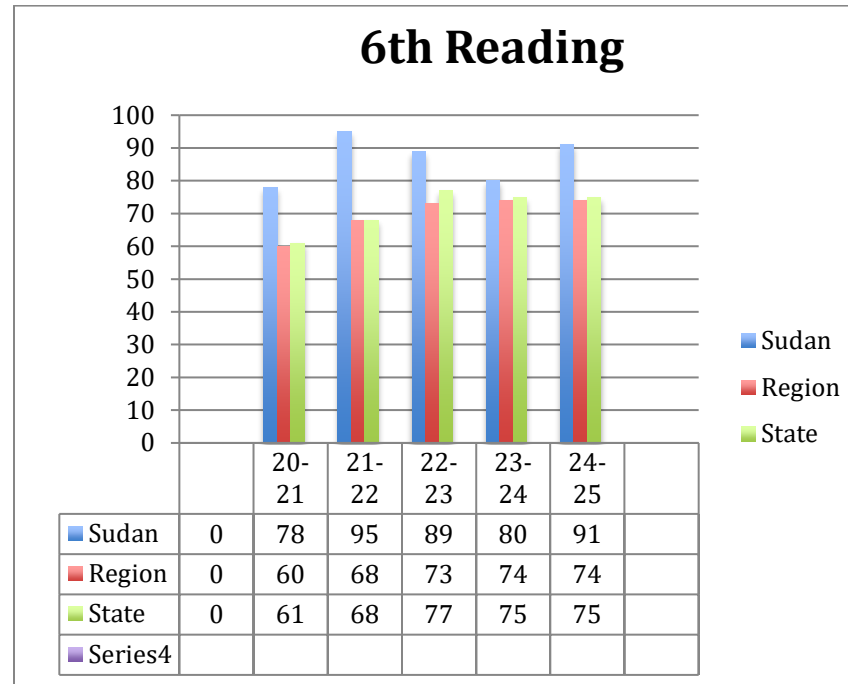


Comprehensive Needs Assessment

5th Grade Science

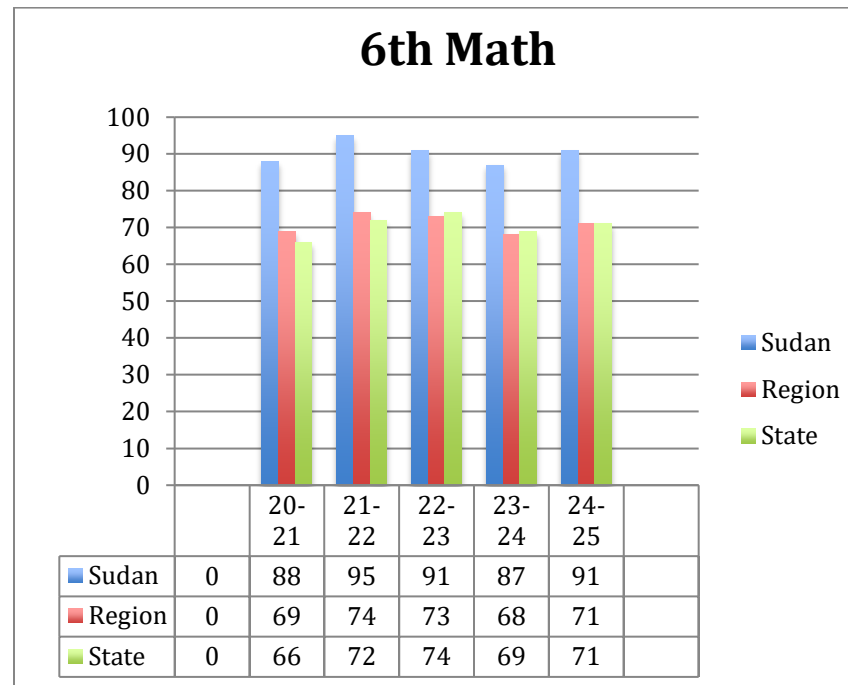


Comprehensive Needs Assessment

6th Grade Reading

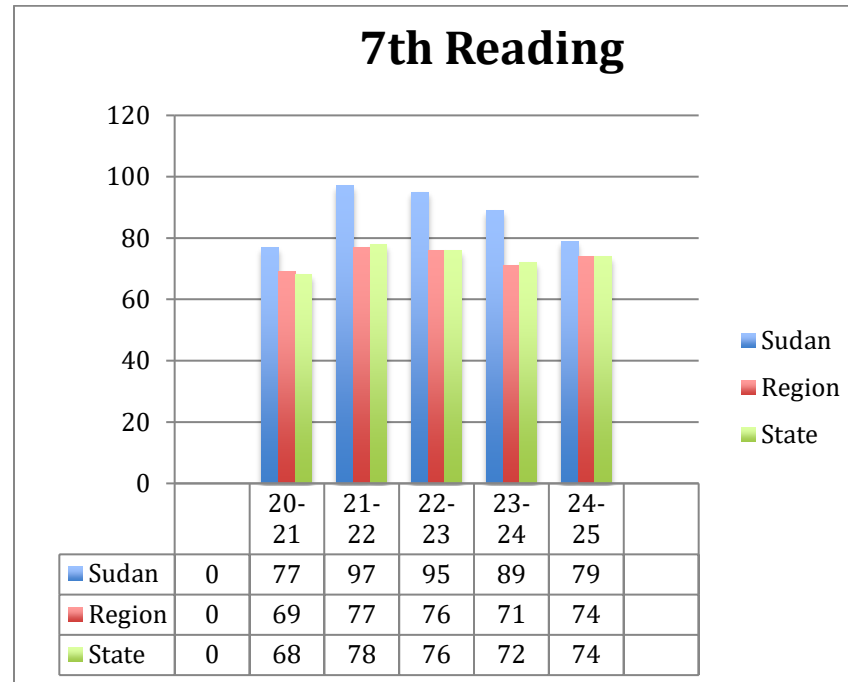


Comprehensive Needs Assessment

6th Grade Math

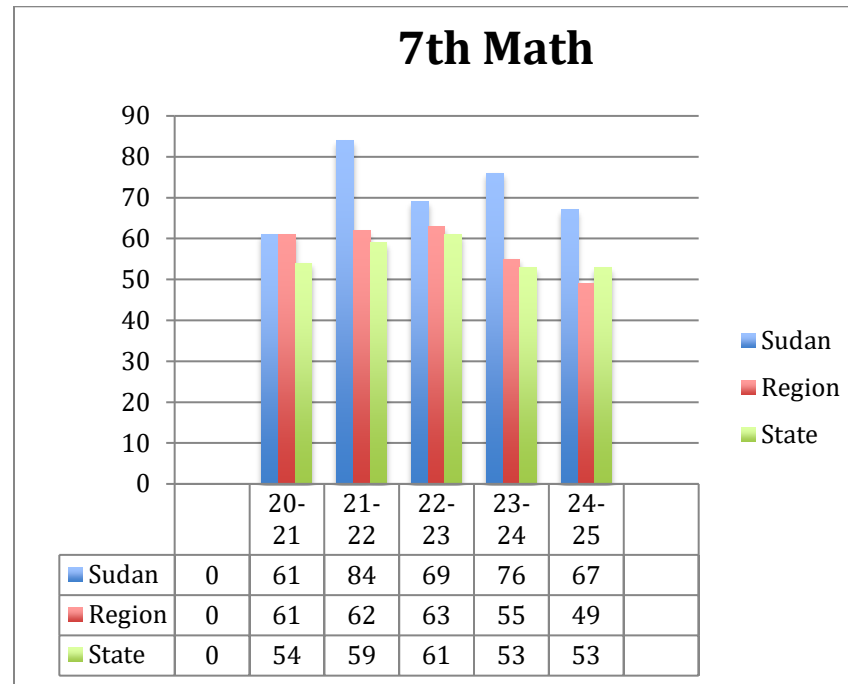


Comprehensive Needs Assessment

7th Grade Reading



Comprehensive Needs Assessment

7th Grade Math

**Comprehensive Needs Assessment****Sudan Elementary****Campus Parent & Family Engagement Policy 2025-26*****Statement of Purpose***

The campus is dedicated to providing quality education for each student. This goal will be accomplished by developing and maintaining strong partnerships with parents. A positive tie between home and school will create a positive learning environment and lead to increased academic achievement.

Policy Development with Parent & Family Engagement

Parents who are representative of our campus diversity will meet to develop the Campus Parent & Family Engagement Policy. Parents will be invited to participate and meetings will be held at times when parents are able to attend.

Annual Meetings for Title I Parents

A minimum of two meetings will be held each year for parents. Parents will be given information on Title I guidelines and parents' rights. Copies of the Parent & Family Engagement Campus Policy will be distributed and parents will be encouraged to become involved in revising and updating the Parent & Family Engagement policy as necessary. Opportunities for parents to become decision-makers in their child's education will be discussed.

Meetings will be held at convenient times and locations for parents with translators present (if needed and requested). Notices of meetings will be sent to all parents.

**Comprehensive Needs Assessment*****Building Capacity for Parent & Family Engagement*****Parents will have opportunities to be involved and make decisions****Regarding their child's education:**

- ☒ Parents will assist in planning, reviewing, and improving the School-wide Title I Program and other federal programs combined on the Schoolwide campus
- ☒ Parents will plan and help coordinate the campus Parent & Family Engagement Programs
- ☒ Parents will identify barriers to effective Parent & Family Engagement and implement strategies to include:
 - Parents with Disabilities
 - Parents with Migrant Status
 - Economically Disadvantaged

The campus staff and administration will:

- ☒ Focus on communications with parents using the following methods: home language in the best possible translation, up to date school messenger system (texting option), email contacting, marquee updates, SPIN meetings (reformatted to include elementary and High School information at all meetings), and school social media updates.
- ☒ Provide information on the Title I Part A program and curriculum
- ☒ Inform parents of the academic achievement level of their child
- ☒ Provide information on state assessments and proficiency levels
- ☒ Provide materials and training for parents to gain skills to help their children at home through newsletters, parent conferences, links on website, Meet the Teacher night, Back to School night, and various other methods.
- ☒ Provide translators at meeting
- ☒ Provide Parent Volunteer opportunities
- ☒ Hold Parent-Teacher Conferences
- ☒ Provide opportunities for participation on Planning and Decision Making Committee



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- ☒ Send annual surveys – both paper, online, and on social media
- ☒ Send Progress Reports
- ☒ Provide reasonable access to teachers and the teaching staff
- ☒ Notify parents that upon their request they will be provided the professional qualifications of their child's classroom teacher(s) and paraprofessionals
- ☒ Provide timely notice to parents if their child is taught for four or more consecutive weeks by a teacher who is not credentialed as defined by federal guidelines

School-Parent Compacts

The campus will continue to develop a written compact annually. The compact will outline the shared responsibility for high academic achievement! Parents are encouraged to sign the compact and the campus will maintain a copy each year.

Evaluating Parent & Family Engagement

Parents will be asked for their input in the annual evaluation of the effectiveness of the Title I Campus Parent & Family Engagement Policy. Recommendations from the surveys to improve the Parent & Family Engagement program will be used to make changes. The policy will be revised on the basis of the annual review.